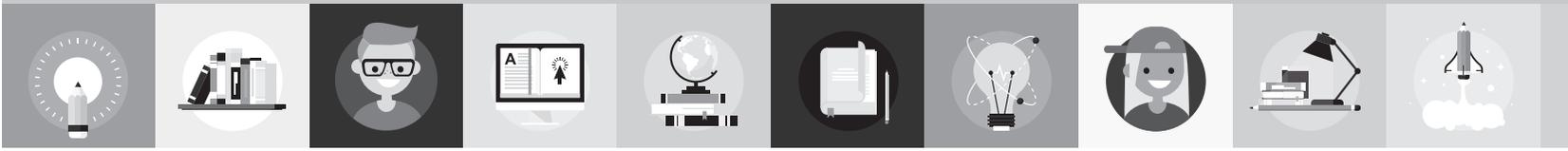




FSA
ELA Practice Test Two
Grade 4

Session One



Directions: Read the passage, then answer the questions below.

Abe Lincoln Gets His Chance

By Frances Cavanah

Many changes were taking place in the Lincoln cabin. Sarah persuaded Tom to cut two holes in the walls for windows, and she covered them with greased paper to let in the light. He made a wooden door that could be shut against the cold winter winds. Abe and Dennis gave the walls and low ceiling a coat of whitewash, and Sarah spread her bright rag rugs on the new wooden floor.

"Aunt Sairy," Dennis told her, "you're some punkins. One just naturally has to be somebody when you're around."

Abe smiled up at her shyly. "It is sort of like the magic in that story of Sinbad you gave me."

The other children were asleep. Abe sprawled on the floor, making marks on a wooden shovel with a pointed stick. Tom, seated in one of his wife's chairs, was dozing on one side of the fireplace.

Sarah put down her knitting and looked around the cabin. "The place does look right cozy," she replied. "What is that you're doing, Abe?"

"Working my sums."

Tom opened his eyes. "You know how to figure enough already. Put that shovel up and go to bed."

Abe took a knife and scraped the figures from the wooden shovel. He placed it against one side of the fireplace. "Good night, Mamma," he said.

"Good night, Abe."

Sarah's eyes were troubled. She waited until Dennis had joined Abe in the loft, then turned to her husband. "I've been meaning to tell you, Tom, what a good pa you've been to my young ones."

She saw that he was pleased. "I've tried to be a good mother to Abe and Sally, too," she went on.



"You have been, Sairy. They took to you right off."

"I'm right glad, but there's something else I want to talk to you about, Tom." He was nodding again in his chair, and she paused to make sure that he was listening. "Abe's a smart boy. I told him the next time a school keeps in these parts, I'd ask you to let him and the other children go."

"Humph!" Tom grunted. "There ain't any school for him to go to. Anyway, he wastes enough time as 'tis. He's always got his nose buried in those books you brought."

"That bothers me, too. I saw you cuff him the other day because he was reading."

"I had to, Sairy. I told him to come out and chop some wood, but he up and laughed in my face."

"He wasn't laughing at you, Tom. He was laughing at Sinbad."

"Who in tarnation is Sinbad?"

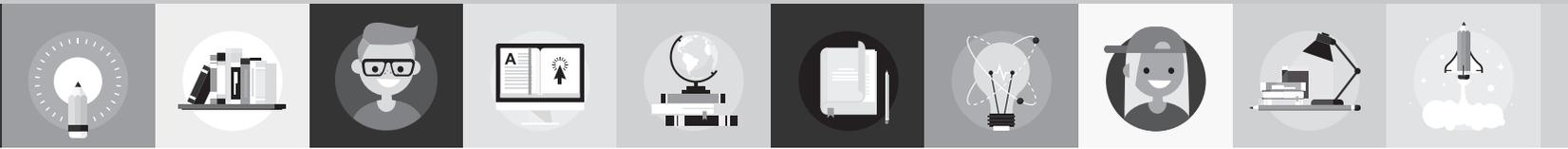
"A fellow in one of his books. Abe said that Sinbad sailed his flatboat up to a rock, and the rock was magnetized and pulled all the nails out of his boat. Then Sinbad fell into the water."

"That's what I mean," Tom exploded. "Dennis told him that book was most likely lies, but Abe keeps on reading it. Where is all this book learning going to get him? More'n I ever had."

"Maybe the Lord meant for young ones to be smarter than their parents," said Sarah, "or the world might never get any better."

1. This passage is an example of which type of writing?

- A. Poetry
- B. Prose
- C. Informational
- D. Drama



2. In the sentence "That bothers me, too. I saw you cuff him the other day because he was reading." What does the word **cuff** mean?

- A. Hit
- B. Praise
- C. Honor
- D. Respect

3. There are two parts to this question. First answer part A, then part B.

Part A

Which word best describes Sarah?

- A. Jealous
- B. Wise
- C. Nervous
- D. Humorous

Part B

Which sentence in the passage **best** supports this description of Sarah?

- A. "I've tried to be a good mother to Abe and Sally, too," she went on.
- B. "Aunt Sairy," Dennis told her, "you're some punkins. One just naturally has to be somebody when you're around."
- C. "Maybe the Lord meant for young ones to be smarter than their parents," said Sarah, "or the world might never get any better."
- D. Sarah put down her knitting and looked around the cabin. "The place does look right cozy," she replied.

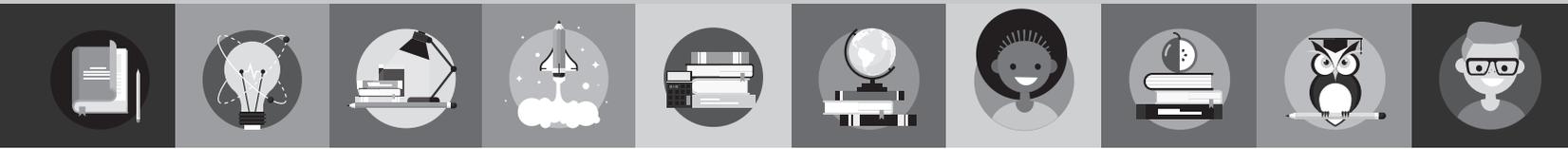
4. Complete the following sentence:

The story that Sarah gave to Abe was _____.

- A. Hercules
- B. Romeo and Juliet
- C. Sinbad
- D. The Odyssey

5. Which of the following things did NOT happen when Sarah moved into the Lincoln household?

- A. Tom cut two holes for windows.
- B. Sarah added a kitchen to the house.
- C. Tom built a wooden door for the house.
- D. Abe and Dennis painted the walls.



6. What do you think Sarah means in the following passage:

“Maybe the Lord meant for young ones to be smarter than their parents,” said Sarah, “or the world might never get any better.”

Write an explanation that uses details from the text to support your ideas.

7. Underline one sentence in the following excerpt that supports the inference that Tom is threatened by Abe’s intelligence.

“He wasn’t laughing at you, Tom. He was laughing at Sinbad.”

“Who in tarnation is Sinbad?”

“A fellow in one of his books. Abe said that Sinbad sailed his flatboat up to a rock, and the rock was magnetized and pulled all the nails out of his boat. Then Sinbad fell into the water.”

“That’s what I mean,” Tom exploded. “Dennis told him that book was most likely lies, but Abe keeps on reading it. Where is all this book learning going to get him? More’n I ever had.”

8. Arrange the following sentences in the correct order to summarize the passage:

- Sarah encourages Tom to support Abe’s intelligence.
- Sarah’s addition to the Lincoln household has brought many positive changes.
- Tom is concerned about Abe is being distracted from his chores.
- Abe appreciates the Sarah has been giving him books to read.



Directions: Read the passage and answer the questions below.

Excerpt from Little Women
by Louisa May Alcott

1 The big house did prove a Palace Beautiful, though it took some time for all to get in, and Beth found it very hard to pass the lions. Old Mr. Laurence was the biggest one; but after he had called, said something funny or kind to each one of the girls, and talked over old times with their mother, nobody felt much afraid of him, except timid Beth. The other lion was the fact that they were poor and Laurie rich; for this made them shy of accepting favors which they could not return. But, after a while, they found that he considered them the benefactors, and could not do enough to show how grateful he was for Mrs. March's motherly welcome, their cheerful society, and the comfort he took in that humble home of theirs. So they soon forgot their pride, and interchanged kindnesses without stopping to think which was the greater.

2 All sorts of pleasant things happened about that time; for the new friendship flourished like grass in spring. Every one liked Laurie, and he privately informed his tutor that "the Marches were regularly splendid girls." With the delightful enthusiasm of youth, they took the solitary boy into their midst, and made much of him, and he found something very charming in the innocent companionship of these simple-hearted girls. Never having known mother or sisters, he was quick to feel the influences they brought about him; and their busy, lively ways made him ashamed of the indolent life he led. He was tired of books, and found people so interesting now that Mr. Brooke was obliged to make very unsatisfactory reports; for Laurie was always playing truant, and running over to the Marches'.

3 "Never mind; let him take a holiday, and make it up afterwards," said the old gentleman. "The good lady next door says he is studying too hard, and needs young society, amusement, and exercise. I suspect she is right, and that I've been coddling the fellow as if I'd been his grandmother. Let him do what he likes, as long as he is happy. He can't get into mischief in that little nunnery over there; and Mrs. March is doing more for him than we can."

4 What good times they had, to be sure! Such plays and tableaux, such sleigh-rides and skating frolics, such pleasant evenings in the old parlor, and now and then such gay little parties at the great house. Meg could walk in the conservatory whenever she liked, and revel in bouquets; Jo browsed over the new library voraciously, and convulsed the old gentleman with her criticisms; Amy copied pictures, and enjoyed beauty to her heart's



content; and Laurie played "lord of the manor" in the most delightful style.

11. What does the first paragraph reveal about Beth?

- A. She is a very shy person.
- B. She is a very daring person.
- C. She is a strong-willed person.
- D. She is a very adventurous person.

12. There are two parts to this question. First answer part A, then part B.

Part A

Which of the following sentences **best** summarizes the second paragraph?

- A. Laurie was sick of doing his studies.
- B. Beth was afraid of entering Laurie's house.
- C. The March girls quickly became close friends with Laurie.
- D. Mrs. March disapproved of their friendship.

Part B

Which of the following excerpts is the **best** evidence to support your answer in Part A?

- A. "He was tired of books, and found people so interesting..."
- B. "Every one liked Laurie, and he privately informed his tutor that 'the Marches were regularly splendid girls.'"
- C. "...their busy, lively ways made him ashamed of the indolent life he led."
- D. "All sorts of pleasant things happened about that time..."

13. In the second paragraph, what does the phrase "...for the new friendship flourished like grass in spring" mean?

- A. The March girls and Laurie were hostile to each other.
- B. The friendship was slowly growing over time.
- C. The March girls and Laurie were friendly acquaintances.
- D. The friendship grew quickly.

14. In Paragraph 3, Mr. Brooke, the old gentleman, discusses Laurie's new friendships.

Which of the following statements **best** describes how Mr Brooke treated Laurie before the freindships began?

- A. "Never mind; let him take a holiday..."
- B. "Let him do what he likes, as long as he is happy."
- C. "I suspect she is right..."
- D. "...I've been coddling the fellow as if I'd been his grandmother."



15. Name one character trait that describes Laurie and use **two** pieces of evidence from the passage to support your claim.

16. Based on this passage, what can the reader conclude about the March girls?

- A. They're rude and unfriendly to guests.
- B. They are uninterested in people outside of their own family.
- C. They're friendly and welcoming.
- D. They mostly keep to themselves.

17. There are two parts to this question. First answer part A, then part B.

Part A

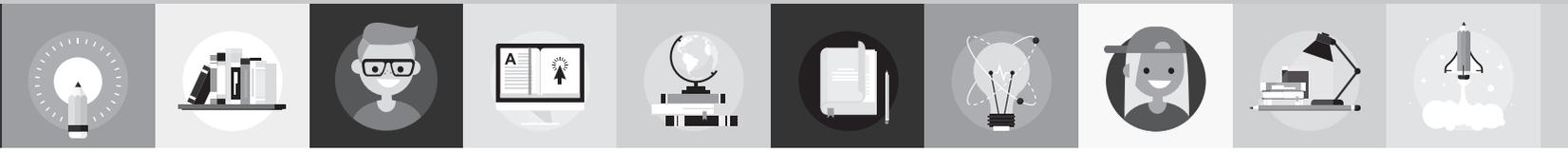
Which of the following statements best represents the main idea of the fourth paragraph?

- A. Laurie spent much of his extra time doing his school studies.
- B. The March girls occasionally visited Laurie at the palace.
- C. Laurie and the March girls enjoyed spending lots of time with each other at the palace.
- D. The March girls all did their own activities and hobbies.

Part B

Which of the following excerpts **best** supports your answer from Part A?

- A. "Meg could walk in the conservatory whenever she liked"
- B. "What good times they had, to be sure!"
- C. "Amy copied pictures..."
- D. "...and convulsed the old gentleman with her criticisms;"



18. In the fourth paragraph, what does the word *conservatory* mean?

- A. A room that contains books
- B. A flower store
- C. A music room
- D. A room that contains flowers



Directions: Read the passage and answer the following questions.

The Cottonwool Doctor

by Jean de Wet, Michelle Matthews, and Bridgitte Chemaly Potton

Once upon a time, about 200 years ago, there was a girl called Margaret Ann Bulkly. Margaret lived in a cool, green land called Ireland, in a country called Great Britain.

Margaret was clever and curious. Margaret had big dreams. Margaret was brave and fought when she thought something was wrong.

Margaret's mother and father paid for her brother to be educated as a lawyer. And then they used the last of their money so that he could marry a wealthy man's daughter.

Margaret was clever and had big dreams. But there was no money left for her to study, not even as a governess or a nurse.

Margaret was brave. "I want to be a doctor!" she said. But two hundred years ago a girl could not become a lawyer or a politician or a doctor.

Margaret had an uncle who was a famous painter. His name was James Barry.

One of James Barry's friends was General Miranda from Venezuela. General Miranda had a library – it was very beautiful and very big. His library had more than 6000 books!

"I want to read this one! And this one! And this one!" said Margaret. Margaret was clever and curious. General Miranda was impressed.

When Margaret's uncle James Barry died, he left her some money. "It's enough money to study to be a doctor!" said General Miranda.

"But I can't become a doctor," said Margaret.

"A boy can become a doctor," said General Miranda. "And you can dress like a boy."

Margaret was brave and she pushed for what she believed in. She really wanted to be a doctor. So she cut off her hair. She practiced speaking in a deep voice. She put on boy's clothes.

From then onwards, no one knew that Margaret was a girl. She became James Barry, just like her uncle.

James Barry was a hard-working medical student. He took 13 subjects and worked all through the summer when the other students went on holiday.

But after five years, he nearly didn't get to write his final exam. The examiners thought he looked too young! James Barry didn't have a beard because he wasn't a man.



Dr. James Barry was brave and curious. Dr. James Barry had big dreams. So he joined the army. In the army you would see the world!

In 1816, the army sent Dr. James Barry to Cape Town. Cape Town was a small, interesting city in South Africa. South Africa was far, far away from Ireland.

Dr. James Barry felt excited.

Dr. James Barry was short and slim. He wore platform shoes to look taller and padding under his clothes to look bigger. The people of Cape Town called Dr. James Barry the kapok dokter, the cottonwool doctor.

“I would very much like to cut off your ears!” Dr. James Barry would shout at anyone who challenged him.

Dr. James Barry even once fought a duel with pistols! Luckily, they both missed hitting each other.

Why did the doctor fight so much? Margaret was brave, but she was also frightened. She knew that if anyone found out that she was Dr. James Barry she would no longer be allowed to be a doctor. Everyone had to believe Dr. James Barry was a man.

Dr. James Barry fought when he thought something was wrong.

In Cape Town, people with leprosy were banished to Robben Island. The lepers were put on the island because people believed they could catch the disease from them very easily.

Dirty houses and bad food made the lepers much sicker. Dr. James Barry asked the leaders in Cape Town for cleaner living conditions and healthier food for the sick people on Robben Island.

Many years later Dr. James Barry worked in a war hospital. Here he met Florence Nightingale, a nurse.

Florence Nightingale was also known as The Lady with the Lamp, because she would check on wounded soldiers at night. She became famous during the war because she asked the army leaders for cleaner living conditions and healthier food for the soldiers. Dr. James Barry had been asking for the same things for many years.

Dr. James Barry travelled all over the world. He worked in South Africa, St Helena, Barbados, Mauritius, Trinidad and Tobago, Malta, Corfu, Jamaica, Crimea, West Indies, Canada... 11 places in all.

What exciting adventures he had!

People only found out that Dr. James Barry was a woman when she died in 1865.



In the same year, Dr. Elizabeth Garret Andersen became the first woman to become a doctor in Great Britain.

Dr. James Barry has shown us that girls are clever. Girls are brave. Girls have dreams. Girls can fight for what they believe in. And girls can become doctors!

19. This question has two parts. First answer Part A, then Part B.

Part A

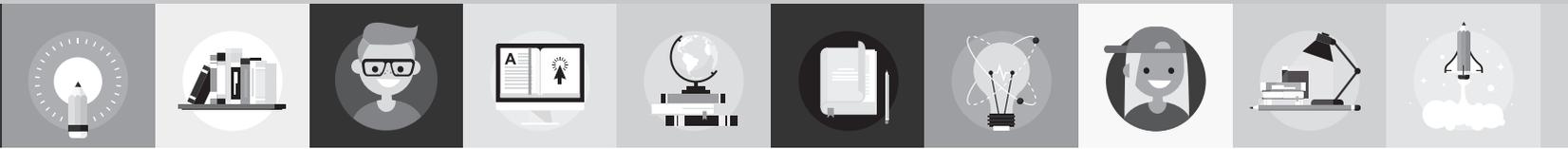
Which of the following statements **best** represents the theme of the passage?

- A. Women can be excellent doctors.
- B. Only men were good doctors.
- C. During the war, the nurses had as much power as the doctors.
- D. Dr. Barry had to go to extreme measures to have the same rights as a man.

Part B

Which of the following pieces of evidence **best** supports your answer from Part A?

- A. "Dr. James Barry had big dreams. So he joined the army. In the army you would see the world!"
- B. "She knew that if anyone found out that she was Dr. James Barry she would no longer be allowed to be a doctor."
- C. "Many years later Dr. James Barry worked in a war hospital. Here he met Florence Nightingale, a nurse."
- D. "From then onwards, no one knew that Margaret was a girl. She became James Barry, just like her uncle."



20. Read the following character traits about Margaret/Dr. James Barry. Choose ONE character trait and write it in Column 1. Then, choose pieces of evidence that **best** support the character trait and write them in Column 2.

Character Trait

- Friendly
- Brave
- Lazy
- Wise

Evidence

- "...fought when she thought something was wrong."
- "He took 13 subjects and worked all through the summer when the other students went on holiday."
- "She pushed for what she believed in. She really wanted to be a doctor. So she cut off her hair. She practiced speaking in a deep voice. She put on boy's clothes."
- "Dirty houses and bad food made the lepers much worse."
- "The people of Cape Town called Dr. James Barry the kapok dokter, the cottonwool doctor."

Column 1 Character Traits	Column 2 Evidence



21. Read the following statements, then write them in order to show the sequence of events in Margaret/Dr. Barry's life.

- A. Margaret was a smart child, but there was no money to help her study.
- B. She decided to use this inheritance to become a doctor, but she would have to pretend to be her uncle.
- C. Dr. Barry went to South Africa and helped the lepers get better.
- D. Her uncle died, and she inherited his money.
- E. Dr. Barry went to medical school and studied hard.
- F. Dr. Barry worked as a doctor during the war and helped soldiers heal.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

22. What did Dr. Barry do to appear like a man?

- A.** Wear platform shoes.
- B.** Paint on a fake beard.
- C.** Make her head bald.
- D.** She spoke in a high voice.

23. This question has two parts. First answer Part A, then Part B.

Part A

What can you infer from the passage?

- A.** Florence Nightingale was a very close friend of Dr. Barry
- B.** 200 years ago, women and men had equal opportunities.
- C.** Dr. Barry was a very timid man.
- D.** 200 years ago, women were very limited in what they could do.

ELA Practice Test Two

Grade 4

Session Two



Directions: Read the following passage and answer the questions below.

Adapted Excerpt from The Unsinkable Myth by Richard Howells

1 There can be no one, surely, reading this article who has not already heard of the Titanic. And there can be no one among them, equally certainly, who does not already know how the story of the Titanic ends. This is, when we think about it, really quite remarkable. There is no one alive today who actually was on the Titanic: all the survivors are dead. For the rest of us, there is very little possibility that the disaster has directly affected us, personally or historically.

2 And yet... as we mark the 100th anniversary of the sinking on April 15th 1912, the world is full of stories about the Titanic. We hear the repeated saying: "remember the Titanic" even though not one of us literally can. And yet... ask people and they will tell you not just about the iceberg, but probably also the stories about the lifeboats that took "women and children first", and the band that continued to play "Nearer, My God, to Thee" as the ship sank with the loss of some 1,500 lives. It has also been repeatedly said that the captain went down with his ship.

3 But most of all they will tell you the story of the "unsinkable ship", the biggest and finest ever built, the last word in luxury, that sank on its first and only voyage after crashing into an iceberg. They will say that it was well known that "God himself could not sink this ship", but unfortunately on "her" maiden voyage "she" was duly ripped asunder.

4 There are two remarkable things about this. First that a 100 year old story continues to be told and re-told. Second that many of the component stories, such as those about the lifeboats that took "women and children first", and the band that continued to play "Nearer, My God, to Thee", are simply not proven. And foremost amongst these is the big one: that prior to its departure from Southampton, the Titanic was celebrated by all as the "unsinkable ship". It wasn't.

5 So how do we explain all this? The answer is that 100 years on, the sinking of the Titanic has long-since passed from history and into myth.



25. Which of the following statements **best** summarizes the first paragraph?
- A. The Titanic was a huge ship which sank tragically.
 - B. Even though we didn't live through this period, most people know the story of the Titanic.
 - C. The Titanic's memory lives on only through people who lived during that time.
 - D. Even though the Titanic sank, many people still think it was a success in some ways.
26. What does the author mean by the excerpt "*We hear the repeated saying: "remember the Titanic" even though not one of us literally can*"?
- A. It's necessary to remember important events in history.
 - B. Even though we can't remember the Titanic happening, its effects are still being seen on how we construct ships today.
 - C. We can't remember the Titanic sinking because we didn't live during that time, but we know the story, and its lesson, well anyway.
 - D. The Titanic was a tragedy, and it's important that we always remember those who died on the ship.
27. There are two parts to this question. First, answer Part A, then answer Part B.

Part A

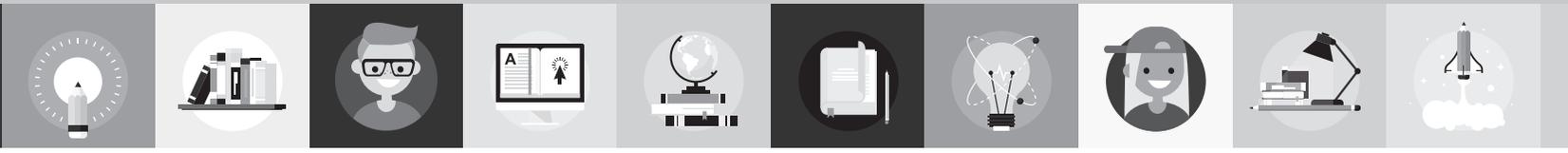
Which of the following statements **best** describes the theme of the passage?

- A. The Titanic changed the course of history.
- B. People today think the Titanic is not very important.
- C. The story of the Titanic has changed over time to become mythical.
- D. Historically, the Titanic was a tragedy and it remains that way today.

Part B

Which of the following excerpts **best** supports the theme?

- A. "...unfortunately on "her" maiden voyage "she" was duly ripped asunder."
- B. "...the captain went down with his ship."
- C. "There is no one alive today who actually remembers the Titanic: all the survivors are dead."
- D. "The answer is that 100 years on, the sinking of the Titanic has long-since passed from history and into myth."



28. Summarize the passage in a few sentences.

29. According to the author of the passage, which of the following excerpts is the **best** example of the mythical element of the Titanic?

- A. "...They will tell you not just about the iceberg, but probably also about the lifeboats, 'women and children first', and the band playing 'Nearer, My God, to Thee'."
- B. "This is, when we think about it, really quite remarkable."
- C. "But most of all they will tell you about the "unsinkable ship", the biggest and finest ever built, the last word in luxury that sank, seemingly inevitably, on its first and only voyage."
- D. Second that many of the component stories are simply not true.

30. Reread the following excerpt, and underline **two** statements that are evidence of the mythical parts of the Titanic story.

There is no one alive today who actually was on the Titanic: all the survivors are dead. For the rest of us, there is very little possibility that the disaster has directly affected us, personally or historically.

We hear the repeated saying: "remember the Titanic" even though not one of us literally can. And yet... ask people and they will tell you not just about the iceberg, but probably also about the lifeboats, "women and children first", and the band playing "Nearer, My God, to Thee" as the ship finally sank with the loss of some 1,500 lives. It has also been repeatedly said that the captain went down with his ship.

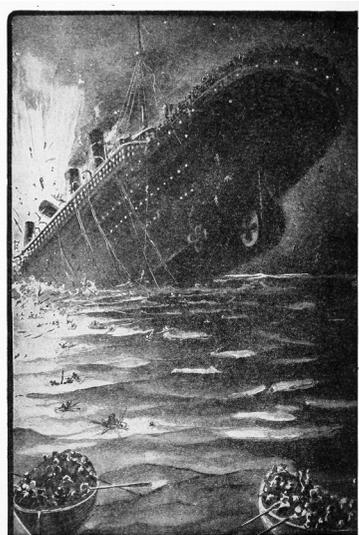


31. Use the information from the passage to complete the table below. Write each statement where it belongs in the true or false boxes.

- The Titanic sank over 100 years ago.
- The Titanic was called the "Unsinkable Ship" when it was first setting sail.
- All of the stories told about the Titanic are true.
- The Titanic hit an iceberg.
- Everyone who survived the Titanic is now dead.

True	False

32. Examine the following illustration, then choose the **best** caption to accompany it.



- A. The Titanic is a tragedy that is remembered well today.
- B. One myth about the Titanic is that the band played "Nearer, My God, to Thee" as the boat sank.
- C. The Titanic is believed to have sank without survivors.
- D. One myth about the Titanic is that women and children exited first on the rowboats.



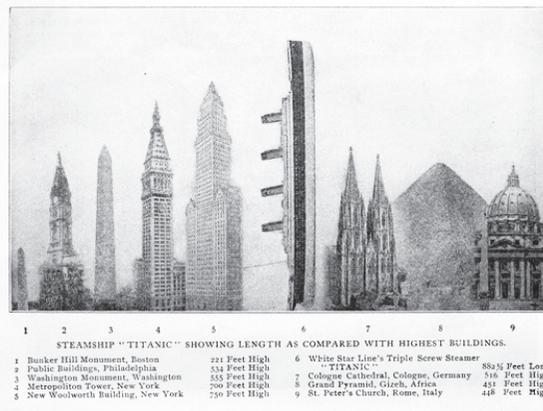
33. Which of the following words is the **best** definition for the word *component* in the fourth paragraph?

- A. Extra
- B. Accompanying
- C. Mythological
- D. Incorrect

34. Which of the following structures does this passage use?

- A. Chronology
- B. Comparison
- C. Cause and effect
- D. Problem and solution

35. Examine the following images about the Titanic. Choose the one that best represents the mythology of the Titanic.



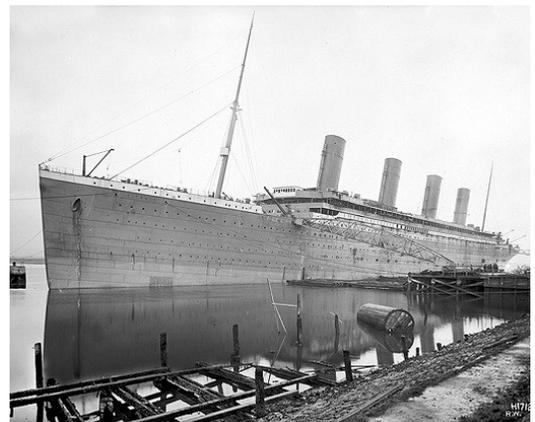
A.



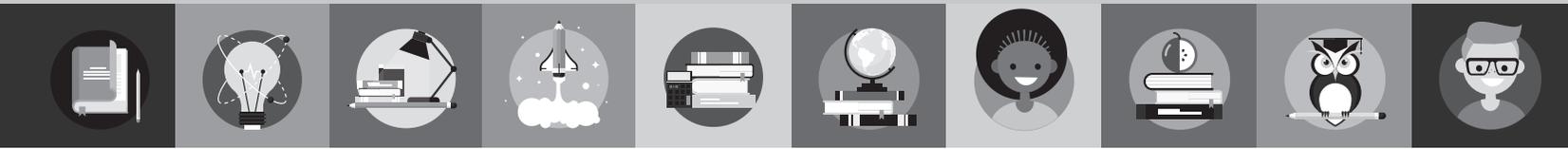
B.



C.



D.



36. Which of the following sentences would be the **best** subject for a new additional paragraph (fifth paragraph) in this passage?

- A. Since the story of Titanic is now mainly mythical, it would be helpful to define what a myth is, and to explain exactly how the Titanic story itself became a myth.
- B. Films of the Titanic typically make great claims for their accuracy but are actually not very close reflections of what actually happened.
- C. When we hear stories about the Titanic, we must remember that most of them are factual and that there is a lot of historical evidence to back the stories up.
- D. To stress this point, we must remember that the Titanic was in fact the second of three almost identical "sister" ships constructed by the White Star Line.

37. Write an article for your school's newspaper about the Titanic. You should explain how the Titanic has become a myth. Use specific details and examples from the text.

38. What makes the story of the Titanic mythical? Use at least **two** details from the passage to support your response.



Directions: Read the passage, then answer the questions below.

The Titanic: A Tragic Adventure

The Making of the Titanic

You have probably heard of the Titanic and its tragic sinking in the Atlantic Ocean. You may have even heard that the ship was one of the biggest ships built at the time. But do you know how it was built and what he inside of the boat actually looked like?

The ship was built to attract wealthy passengers, although it traveled with large numbers of poorer passengers as well, called the third-class passengers. How was the experience of traveling on the Titanic for these two groups of people?

The Price of Fame

The Titanic cost about 7.5 million dollars to build. But this was no ordinary ship. All that money went to building a library, multiple restaurants for the passengers, amenities like a swimming pool and a gym. The ship even included a barber shop! All of this was on top of the fabulous rooms that were built to house the passengers on their voyage.

The rooms on the Titanic were quite luxurious. They included gilded details, paintings in the bedrooms, and artistic carvings to detail the rooms. All of this luxury was meant to tempt the richest passengers to booking their trip on the Titanic, contributing to the ship's reputation as a lavish experience.





The Passengers of the Titanic

The work and money that was put into the Titanic meant that it drew some of the wealthiest and most famous passengers. Onboard was John Jacob Astor IV, who came from a wealthy family and built hotels in New York. Benjamin Guggenheim, who came from a prominent family who made money from mining, was also on the ship. These people were the first-class passengers, whose tickets could cost up to 870 pounds.

Aside from the rich and famous, the Titanic also held about 700 third class passengers. These people were far from rich or famous. Their ticket aboard the Titanic cost between 3-8 pounds. Their rooms were very different from the beautiful lodging that the first-class passengers experienced. The rooms were simple and held bunkbeds for up to ten people. They also didn't have access to the beautiful libraries and restaurants that the wealthy enjoyed. They were given one simple meal a day.

The Sinking

When the Titanic struck the iceberg and began sinking, the lifeboats began to fill up with people. The third-class passengers did not have nearly as much access to the lifeboats and died at much higher rates.

There are several reasons for this. One is that the lives of the wealthy were valued more, and so they got priority when boarding the lifeboats. There were also gates to prevent the third-class passengers from coming to the upper deck, and people got stuck down below. In addition to these physical barriers, many third-class passengers did not speak English. They were confused in the chaos and did not get vital information that could have saved their lives.

After the Titanic

After the sinking of the Titanic, the world was shocked at how many lives were lost. All told, at least 1,500 people died on their trip. People reevaluated what safety measures were necessary for ocean travel. There were new regulations that made sure ships carried enough lifeboats for all the passengers aboard the vessel. The crew and passengers on ships were also required to practice lifeboat drills.

New laws, like the Radio Act of 1912, aimed to make sure that ships would be able to make distress signals to get help from authorities. This law also required ships to keep in radio contact with other ships close by. This way, other vessels would be aware of anything that happened, and could come to the aid of a ship having a problem.

There was even a convention held in London to address the problem of ice in the ocean. This convention established the International Ice Patrol. These ships patrolled the Atlantic Ocean to keep track of dangerous icebergs. They reported the icebergs, and ships traveling across the ocean would avoid the routes that were threatened by the icebergs.



39. There are two parts to this question. First, answer Part A, then Part B.

Part A

Which of the following statements **best** represents the theme of the passage?

- A. The Titanic was a minor disaster.
- B. The Titanic treated passengers differently based on their status.
- C. The Titanic was a luxurious ship that everyone got to enjoy.
- D. When the Titanic set sail, there were not enough ocean travel rules and regulations.

Part B

Which of the following pieces of evidence **best** supports your answer from Part A?

- A. "There was even a convention held in London to address the problem of ice in the ocean."
- B. "Their rooms were very different from the beautiful lodging that the first-class passengers experienced."
- C. "You may have even heard that the ship was one of the biggest ships built at the time."
- D. "All that money went to building a library, multiple restaurants for the passengers, amenities like a swimming pool and a gym."

40. Which of the following captions would **best** accompany the photograph in the passage?



- A. The Titanic was a very simple ship for the people in third-class.
- B. The first-class bedrooms had beautiful and ornate decoration.
- C. The Titanic even included a barber shop for its third-class passengers.
- D. All the passengers enjoys fine living while aboard the Titanic.



41. There are two parts to this question. First answer Part A, then Part B.

Part A

What happened after the sinking of the Titanic?

- A. People started building even bigger, more ornate ships.
- B. People decided that there shouldn't be any third-class passengers on ships.
- C. Only the rich and privileged were prepared to sail on large ships like the Titanic.
- D. New rules and regulations were made to keep people safe.

Part B

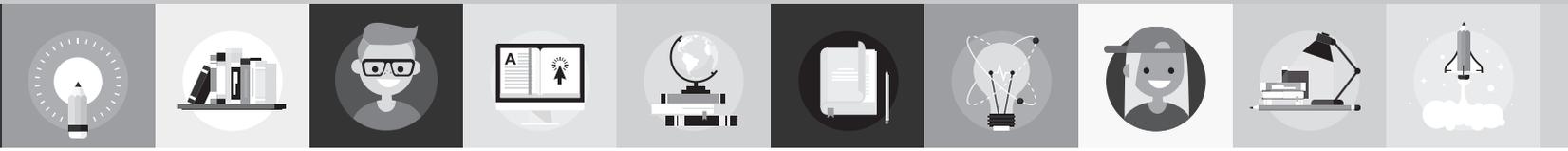
Which excerpt from the text is the best evidence to support your response in Part A?

- A. "People reevaluated what safety measures were necessary for ocean travel."
- B. "The third-class passengers did not have nearly as much access to the lifeboats and died at much higher rates."
- C. "The work and money that was put into the Titanic meant that it drew some of the wealthiest and most famous passengers."
- D. "All of this luxury was meant to tempt the richest passengers to booking their trip on the Titanic, contributing to the ship's reputation as a lavish experience."

42. Read the following sentences. Then arrange them in order to create a summary of the passage.

- A. It was a very expensive boat to make, as the cost included the building of many different rooms and ornate furnishings in some areas.
- B. To learn from the tragedy, people changed the laws about ocean travel after the Titanic sank.
- C. The boat had rich first-class passengers, as well as poor third-class passengers whose trip was very different.
- D. The Titanic is well known, but readers might not know a lot of details about passengers' travel experiences and how the ship looked inside.
- E. When the Titanic sank, more third-class passengers died than first-class passengers because they had less access to lifeboats.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____



43. Reread the following excerpt, then answer the question.

The rooms on the Titanic were quite luxurious. They included gilded details, paintings in the bedrooms, and artistic carvings to detail the rooms.

Based on the text, which of the following is the **best** meaning for the word *luxurious*?

- A. Ugly
- B. Fancy
- C. Whimsical
- D. Messy

44. There are two parts to the question. First answer Part A, then Part B.

Part A

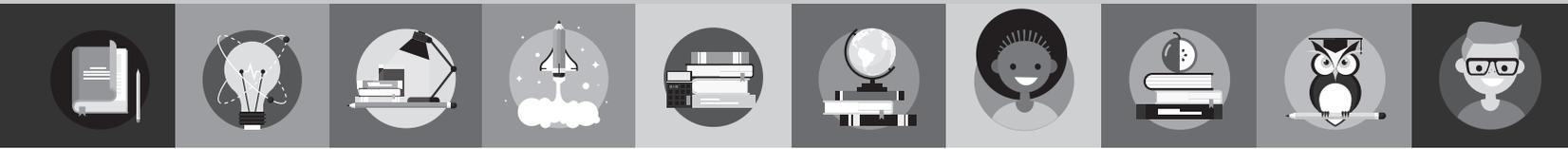
What happened to the third-class passengers as the Titanic was sinking?

- A. Most of them were able to board the lifeboats.
- B. Almost all of them survived.
- C. Many died as the boat sank.
- D. They became activists for change in ocean travel safety.

Part B

Which of the following pieces of evidence support your answer from Part A? Select ALL that apply.

- First-class passengers were given priority to board the lifeboats.
- Many third-class passengers didn't speak English and so they were confused.
- Many third-class passengers enjoyed being able to visit the library.
- The first-class passengers helped save the third-class passengers.
- There were gates to separate the third-class lodging from the rest of the ship.



45. Read the following details about the first-class and third-class passengers. Put each detail that relates to the first-class passengers in Column 1. Put each detail that relates to the third-class passengers in Column 2.

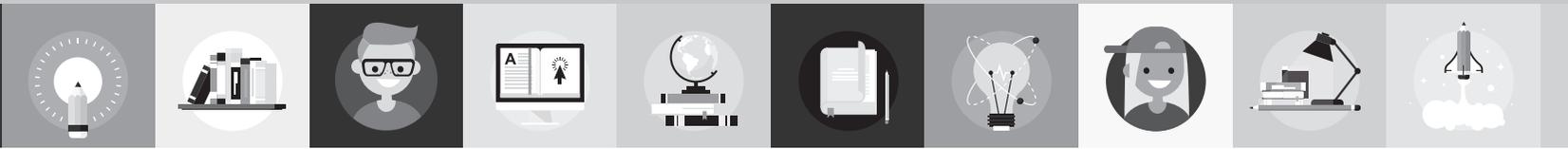
- Many were rich and famous
- They were provided one meal a day
- They ate their meals in the restaurant onboard
- Their bedrooms included paintings
- They slept with many other people in one room
- Their tickets were the least expensive

Column 1 First-Class Passengers	Column 2 Third-Class Passengers

46. Read the following statement. Then choose which of the following sections of the passage the statement **best** belongs.

The third-class passengers were from a large variety of places, including Ireland, Belgium, and even Lebanon. They spoke lots of different languages, with English being just one of many.

- A.** The Sinking
- B.** After the Titanic
- C.** The Passengers of the Titanic
- D.** The Price of Fame



47. There are two parts to this question. First answer Part A, then Part B.

Part A

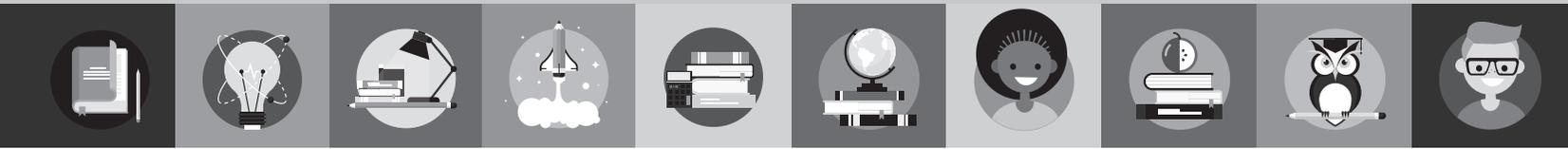
What was one effect of the Titanic sinking?

- A. The people who built the Titanic were put on trial.
- B. New rules and regulations were made.
- C. Third-class passengers were no longer allowed on luxury ships.
- D. The government decided that there should be more scientific research into ocean travel.

Part B

Which information from the text **best** supports your answer from Part A? Select ALL that apply.

- New laws, like the Radio Act of 1912, aimed to make sure that ships would be able to make distress signals to get help from authorities.
- One is that the lives of the wealthy were valued more, and so they got priority when boarding the lifeboats.
- They reported the icebergs, and ships traveling across the ocean would avoid the routes that were threatened by the icebergs.
- People reevaluated what safety measures were necessary for ocean travel.
- Benjamin Guggenheim, who came from a prominent family who made money from mining, was also on the ship.
- The ship was built to attract wealthy passengers, although it traveled with large numbers of poorer passengers as well, called the third-class passengers.



48. Use information from both passages **'The Titanic: A Tragic Adventure'** and **'The Unsinkable Myth'** to complete the table below. Write each statement in the true or false box to which it belongs.

- A. Only third-class passengers died on the Titanic
- B. When it was built, the Titanic was called 'The Unsinkable Ship'
- C. The story of the Titanic has become a myth.
- D. The Titanic had both rich and famous passengers along with poor passengers.
- E. After the Titanic sank, no one traveling by boat anymore
- F. It is certain that women and children were the first to board the lifeboats.

True	False

49. My 4th grade class went to a local nature center for a field trip. We saw some unusual birds. Prior to the field trip, I always assumed that birds had yellow beaks. However, when we were hiking on the trail at the nature center, I actually saw a bird with a red, narrow beak. I was shocked!

Which of the following answer choices shows the correct order of the underlined words?

- A. NO CHANGE
- B. a beak, narrow, red
- C. a narrow, red beak
- D. a red, beak, narrow

50. After the field trip, my teacher asked us, "What was you're favorite part?" My friend Conner said his favorite part was the nature walk. Emmi said her favorite part was field netting insects. My favorite part was when we got to see some of the animals up close and personal. I touched a real, live garden snake!



What change, if any, should be made to the underlined word?

- A. NO CHANGE
- B. you are
- C. you
- D. your

51. On the field trip, I learned that garden snakes are not poisonous. I always thought that snakes were dangerous and creepy. But, I learned that garden snakes can actually be very helpful. Garden snakes eat harmful insects and rodents that infest and ruin gardens. Forests, woodlands, and grasslands are other habitats when garden snakes can be found.

What change, if any, should be made to the underlined word?

- A. NO CHANGE
- B. where
- C. why
- D. how

52. Our next field trip is going to be at the local science museum. We are going to the science museum as part of our science unit on light and sound. We will experiment with different ways to create and use light and sound. I heard that the best part of the field trip is making sound with a virtual piano and different hand-held instruments.

What change, if any, should be made to the underlined words?

- A. NO CHANGE
- B. experiments
- C. experimented
- D. experimenting

53. The Statue of Liberty is one of the world's most famous landmarks. It is located in New York City and it has been standing there since 1885. The Statue of Liberty was actually a gift from the people of France of as a symbol of friendship.

What change, if any, should be made to the underlined sentence to create a compound sentence?

- A. It is located in New York City: and it has been standing there since 1885.
- B. It is located in New York City, and it has been standing there since 1885.
- C. It is located in New York City. And it has been standing there since 1885.
- D. It is located in New York City; And it has been standing there since 1885.



54. Did you know that The Tomb of the Unknown Soldier is guarded 24 hours a day, 365 days a year! The Tomb of the Unknown Soldier is located in Arlington National Cemetery in Virginia. This monument is dedicated to members of the United States military who have died without being identified.

What change, if any, should be made to the underlined sentence?

- A. Did you know that The Tomb of the Unknown Soldier is guarded 24 hours a day?, 365 days a year.
- B. Did you know that The Tomb of the Unknown Soldier is guarded 24 hours a day, 365 days a year.
- C. Did you know? That The Tomb of the Unknown Soldier is guarded 24 hours a day, 365 days a year.
- D. Did you know that The Tomb of the Unknown Soldier is guarded 24 hours a day, 365 days a year?

55. My brother and I were playing on our iPads after school when my dad barged in and said that someone had to take out the garbage. "It's your turn," I said to my brother Robbie. "No it's not!" he shouted back. "I took it out last week." I couldn't remember who took out the garbage last week, but I was not going to lose this argument to my brother. "No you didn't, Robbie. It's your turn!" I yelled back.

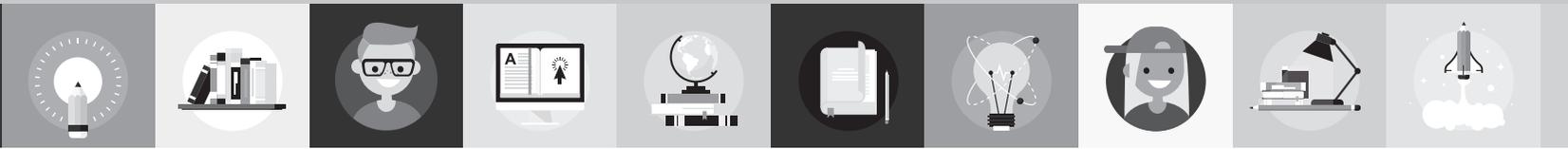
What change, if any, should be made to the underlined sentence?

- A. NO CHANGE.
- B. "No you didn't, Robbie." "It's your turn!" I yelled back.
- C. "No you didn't, Robbie. It's your turn! I yelled back."
- D. No you didn't, Robbie. It's your turn! "I yelled back."

56. It is important for children to eat healthy. Children's bodies are growing and developing, and they need the proper nutrients in order to do so. Nutrients can be found in fruits and vegetablies such as: carrots, broccoli, apples, and green beans.

What change, if any, should be made to the underlined word?

- A. vegetebals
- B. vegetebles
- C. vegetables
- D. vegetabls



Directions: Read the following passage and answer the questions.

Excerpt from The Secret Garden **by Frances Hodgson Burnett**

Dr. Craven had been waiting some time at the house when they returned to it. He had indeed begun to wonder if it might not be wise to send someone out to explore the garden paths. When Colin was brought back to his room the poor man looked him over seriously.

"You should not have stayed so long," he said. "You must not overexert yourself."

"I am not tired at all," said Colin. "It has made me well. Tomorrow I am going out in the morning as well as in the afternoon."

"I am not sure that I can allow it," answered Dr. Craven. "I am afraid it would not be wise."

"It would not be wise to try to stop me," said Colin quite seriously. "I am going."

Even Mary had found out that one of Colin's chief peculiarities was that he did not know in the least what a rude little brute he was with his way of ordering people about. He had lived on a sort of desert island all his life and as he had been the king of it he had made his own manners and had had no one to compare himself with. Mary had indeed been rather like him herself and since she had been at Misselthwaite had gradually discovered that her own manners had not been of the kind which is usual or popular. Having made this discovery she naturally thought it of enough interest to communicate to Colin. So she sat and looked at him curiously for a few minutes after Dr. Craven had gone. She wanted to make him ask her why she was doing it and of course he did.

"What are you looking at me for?" he said.

"I'm thinking that I am rather sorry for Dr. Craven."

"So am I," said Colin calmly, but not without an air of some satisfaction. "He won't get Misselthwaite at all now I'm not going to die."

"I'm sorry for him because of that, of course," said Mary, "but I was thinking just then that it must have been very horrid to have had to be polite for ten years to a boy who was always rude. I would never have done it."

"Am I rude?" Colin inquired undisturbedly.



"If you had been his own boy and he had been a slapping sort of man," said Mary, "he would have slapped you."

"But he daren't," said Colin.

"No, he daren't," answered Mistress Mary, thinking the thing out quite without prejudice. "Nobody ever dared to do anything you didn't like—because you were going to die and things like that. You were such a poor thing."

"But," announced Colin stubbornly, "I am not going to be a poor thing. I won't let people think I'm one. I stood on my feet this afternoon."

"It is always having your own way that has made you so queer," Mary went on, thinking aloud.

Colin turned his head, frowning. "Am I queer?" he demanded.

"Yes," answered Mary, "very. But you needn't be cross," she added impartially, "because so am I queer—and so is Ben Weatherstaff. But I am not as queer as I was before I began to like people and before I found the garden."

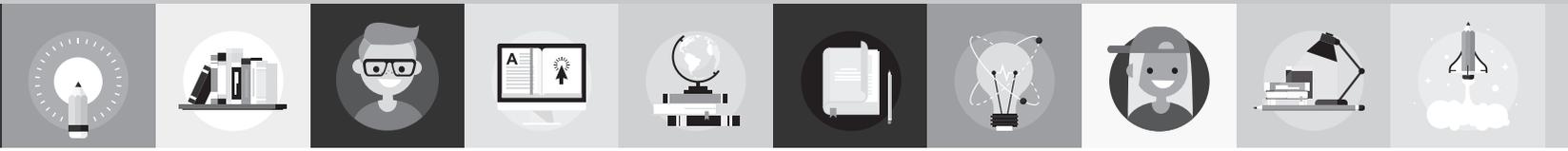
"I don't want to be queer," said Colin. "I am not going to be," and he frowned again with determination.

He was a very proud boy. He lay thinking for a while and then Mary saw his beautiful smile begin and gradually change his whole face.

"I shall stop being queer," he said, "if I go every day to the garden. There is Magic in there—good Magic, you know, Mary. I am sure there is." "So am I," said Mary.

"Even if it isn't real Magic," Colin said, "we can pretend it is. Something is there—something!"

"It's Magic," said Mary, "but not black. It's as white as snow."



57. Read the following passage. Then underline **two** sentences that support the inference that Colin is stubborn.

"...When Colin was brought back to his room the poor man looked him over seriously.

'You should not have stayed so long,' he said. 'You must not overexert yourself.'

'I am not tired at all,' said Colin. 'It has made me well. Tomorrow I am going out in the morning as well as in the afternoon.'

'I am not sure that I can allow it,' answered Dr. Craven. 'I am afraid it would not be wise.'

'It would not be wise to try to stop me,' said Colin quite seriously. 'I am going.'"

58. Why does Colin want to go to the garden? Select **ALL** that apply.

- A. He believes the garden is good for his health.
- B. He is able to be on his feet in the garden.
- C. He likes to read books in the garden.
- D. He enjoys running around outside, and playing games in the garden.
- E. He thinks Mary is there to help him have fun again.
- F. He thinks Dr. Craven wants him to explore the garden.

59. There are two parts to this question. First answer Part A, then answer Part B.

Part A

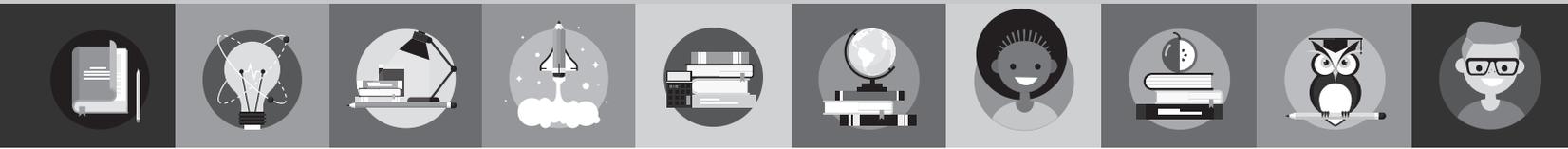
Which of the following character traits best describes Mary?

- A. Dishonest
- B. Honest
- C. Clumsy
- D. Afraid

Part B

Which of the following pieces of evidence best support your answer from Part A? Select ALL that apply.

- A. "...'Am I queer?' he demanded. 'Yes,' answered Mary, very. But you needn't be cross,"
- B. "He lay thinking for a while and then Mary saw his beautiful smile..."
- C. "'What are you looking at me for?' he said."
- D. "...said Mary, 'but I was thinking just then that it must have been very horrid to have had to be polite for ten years to a boy who was always rude.'"
- E. "So she sat and looked at him curiously for a few minutes after Dr. Craven had gone."



60. Fill in the table below to summarize the different elements in the story.

Characters	
Setting	
Problem	
Key Details	
Solution	

61. This question has two parts. First answer Part A, then answer Part B.

Part A

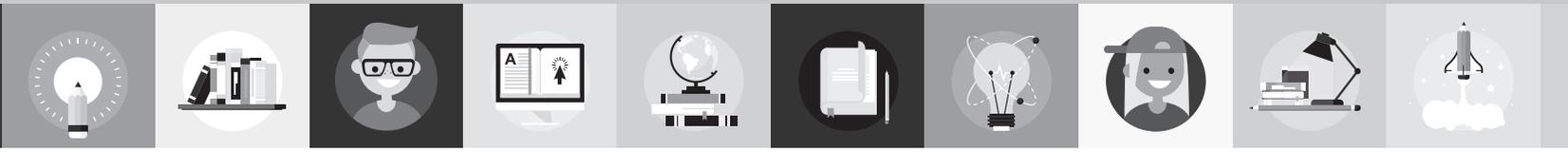
Why does Dr. Craven want Colin to stay away from the garden?

- A. He’s worried that Colin isn’t resting enough, and might get sicker.
- B. He’s worried that Mary is a bad influence on Colin.
- C. Mr Craven thinks the garden is full of magic.
- D. Mr Craven wants to inherit Misselthwaite if Colin dies.

Part B

Which piece of evidence from the passage **best** supports your answer from Part A?

- A. “You should not have stayed so long,” he said. “You must not overexert yourself.”
- B. “I’m thinking that I am rather sorry for Dr. Craven.”
- C. “It’s Magic,” said Mary, “but not black. It’s as white as snow.”
- D. “So am I,” said Colin calmly, but not without an air of some satisfaction. “He won’t get Misselthwaite at all now I’m not going to die.”



62. Examine the illustration, then answer the question below.



If this illustration was added to the passage, what would it help the reader better understand?

- A. It helps the reader better understand that Mary and Colin like animals.
- B. It helps the reader better understand why the children might be enchanted by the garden.
- C. It helps the reader better understand that Colin is not able to stand up .
- D. It helps the reader better understand that Mary and Colin argue a lot.

63. Arrange the sentences below to create a summary of the passage:

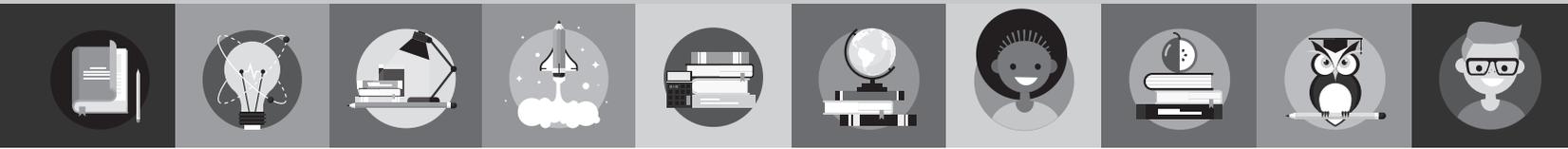
- A. Colin and Mary believe the garden in special, and decide to continue visiting.
- B. Dr. Craven and Colin discuss what is best for Colin.
- C. Colin arrives back at the house to hear Mr. Craven’s concerns that he should not have been out in the garden for so long.
- D. Mary tells Colin that he is being rude to Dr. Craven.

1. _____

2. _____

3. _____

4. _____



64. What does Mary mean when she says the magic is *white as snow*? Use evidence from the passage to support your response.

Answer Key & Explanations

FSA Practice Test Two

Answer Explanations

1. **B.** The passage is prose because it is a narrative text, rather than using a poetic system, dramatic play, or about factual information. **(Standard: RL.4.7)**

2. **A.** Tom believes that Abe is disrespecting him and ignoring his orders, so he hits him or ‘cuffs’ him to put Abe in his place. **(Standard: RL.4.4)**

3. Part A-**B.** Part B-**C.** Sarah is wise because she understands that Abe is very intelligent, and even though Tom is threatened by education, she knows Abe would thrive if given the opportunity. **(Standard: RL.4.3)**

4. **C.** Sarah explains to Tom that she gave the story Sinbad to Abe to read. **(Standard: RL.4.1)**

5. **B.** In the first paragraph, it states that Tom cut holes for windows, added a door, and the two boys (Abe and Dennis) whitewashed the walls. **(Standard: RL.4.1)**

6. **Answers will vary.** Example response: Sarah means that Abe might have more opportunities and make the world a better place if Tom allows him to go to school. She believes that by continuing to read books like Sinbad and work on his math, he will go far in life and end up smarter than Tom. **(Standard: RL.4.3)**

7. “That’s what I mean,” Tom exploded. “Dennis told him that book was most likely lies, but Abe keeps on reading it. Where is all this book learning going to get him? More’n I ever had.” **(Standard RL.4.1)**

8. • Sarah’s addition to the Lincoln household has brought many positive changes.

- Abe appreciates the Sarah has been giving him books to read.

- Tom is concerned about Abe is being distracted from his chores.

- Sarah encourages Tom to support Abe’s intelligence.

(Standard: RL.4.2)

9. **A.** Tom says that Dennis told Abe the book was most likely lies. The other answers are not supported by the text.” **(Standard RL.4.1)**

10. Part A-**D.** Tom is headstrong because he is adamant in his belief that academic pursuits will hinder Abe; Part B-**Possible student answer:** Tom is headstrong because he believes that Abe

doesn’t need to go to school. He tells Abe that he already knows his sums, so he doesn’t need to keep working. He also tells Sarah that the books Abe reads are just full of lies. **(Standard: RL.4.3)**

11. **A.** Beth is the only family member that is still afraid of Mr. Laurence, and the text refers to her as ‘timid’, which is another word for shy. **(Standard: RL.4.1)**

12. Part A- **C.** The majority of this paragraph is discussing the developing friendship between Laurie and the March girls. Part B- **B.** This sentence explicitly states that the friendship is growing. **(Standard: RL.4.1, RL.4.2)**

13. **D.** The friendship grew quickly, just like how grass grows quickly in the springtime. **(Standard: RL.4.4)**

14. **D.** This statement shows that the old gentleman thought he was being too protective of Laurie before the friendship with the March girls began. **(Standard: RL.4.1, RL.4.2)**

15. **See detailed explanation.** Example response: Laurie is friendly. He spends a lot of his time venturing over to the Marchs’ house to spend time with the March girls. He also decides to spend time with the girls over doing his school work. **(Standard: RL.4.3)**

16. **C.** The March girls take Laurie into their circle, which shows that they’re friendly and welcoming people. **(Standard: RL.4.2, RL.4.3)**

17. Part A-**C.** Part B-**B.** The excerpt “What good times...” remarks that the characters all enjoyed spending time with each other. The other answer choices (C and A) only mention a detail of one child doing something. Answer D is not relevant to the main idea of fourth paragraph. **(Standard: RL.4.1, RL.4.2)**

18. **D.** Meg explores the palace, so it’s clear the word means a room in the house, and she makes bouquets there, which suggests the room contains flowers. **(Standard: RL.4.4)**

19. Part A-**D.** Part B-**B.** The passage explains that the only way Margaret could become a doctor was to pretend she was a man. This was an extreme measure, as she had to impersonate her uncle. The excerpt from the text shows how high-stakes and dangerous this was for her. Answer choice ‘D’ also mentions the fact that Maragret pretended to be a boy, but it is not as good evidence as in ‘B’ as it is factual information only and does not underline the high stakes nature of her decision. **(Standard: RL.4.1, RL.4.2)**

20. **See detailed explanation.**

Character Trait:	Evidence:
Brave	<ul style="list-style-type: none"> • "...fought when she thought something was wrong." • "She really wanted to be a doctor. So she cut off her hair. She practiced speaking in a deep voice. She put on boy's clothes."

(Standard: RI.4.1, RI.4.2)

21.

1. **A.** Margaret was a smart child, but there was no money to help her study.
2. **D.** Dr. Barry went to medical school and studied hard.
3. **B.** Her uncle died, and she inherited his money.
4. **E.** Dr. Barry went to South Africa and helped the lepers get better.
5. **C.** She decided to use this inheritance to become a doctor, but she would have to pretend to be her uncle.
6. **F.** Dr. Barry worked as a doctor during the war and helped soldiers heal.

(Standard: RI.4.3, RI.4.5)

22. **A.** Margaret did several things to appear like a man. She cut her hair, spoke in a deep voice, and wore platform shoes to appear taller.
(Standard: RI.4.1)

23. Part A-**D**. Part B-**A**. When Margaret wanted to become a doctor, the only way she could do that was to pretend to be a man. We can infer that women were limited in their possibilities since Margaret had to go to extreme measures to do the same thing a man could do much easier.
(Standard: RI.4.1, RI.4.2, RI.4.8)

24. **Answers will vary.** Dear Diary, I'm really interested in medicine and becoming a doctor. I have enough money now since my uncle died, but it means I would have to pretend to become a man in order to become a doctor! That seems like a scary idea. It's the only option I have. So, I plan to cut my hair and dress like a man. If I choose to do this, I must never reveal my secret to anyone. This is a big risk to take, but I really think it is the only way I can explore the world and help people.
(Standard: RI.4.1, RI.4.3)

25. **B.** The first paragraph is explaining that even though everyone who lived during the Titanic has long died, it's still a story that most people know very well. **(Standard: RI.4.2)**

26. **C.** The author is explaining that we can't literally remember the Titanic, but we know the story so well that we remember the lessons from the Titanic. **(Standard: RI.4.4)**

27. Part A-**C**. Part B-**D**. This passage is explaining how the way that we think of the Titanic now is different than how people thought of it at the time. As time passes on, the Titanic has moved from fact to myth. **(Standard: RI.4.2, RI.4.3)**

28. **Answers will vary.** Example Response:

The sinking of the Titanic happened a long time ago, but it is a story that most people still 'remember' despite not being a survivor or a witness. Many stories are told about what happened on the ship that may not be true. For example, the Titanic is known as the 'unsinkable ship', but it didn't have that reputation 100 years ago. Since the Titanic sank in a tragic way, we have turned the story into a myth in many ways. **(Standard: RI.4.2)**

29. **C.** The example of the Titanic being called the 'unsinkable ship' is the best example of how the Titanic has become a myth. When the author uses the phrase "Most of all", that is a clue that that particular example is the most important. **(Standard RI.4.1, RI.4.6, RI.4.8)**

30. Answers will vary. Many of the statements in the second paragraph are evidence of the stories that have become mythical as time has gone on, including the following statements:

"...about the lifeboats, "women and children first", and the band playing "Nearer, My God, to Thee"

"It has also been repeatedly said that the captain went down with his ship."

31. **See detailed response in table below.**
(Standard: RI.4.1)

True	False
<ul style="list-style-type: none"> • The Titanic sank over 100 years ago. • The Titanic hit an iceberg. • Everyone who survived the Titanic is now dead. 	<ul style="list-style-type: none"> • The Titanic was called the "Unsinkable Ship" when it was first setting sail. • All of the stories told about the Titanic are true.

32. **D.** This caption best represents the image because it references the rowboats included in the image. **(Standard: RI.4.7)**

33. **B.** In the original sentence, component means refers to the stories that accompany the larger myth about the Titanic, making accompanying the most appropriate choice. **(Standard: RI.4.4)**

34. **C.** The passage is comparing the myth and reality of the Titanic, so comparison is the most appropriate answer. **(Standard: RI.4.5)**

35. **B.** This illustration shows a couple on the sinking ship as the song "Nearer my God, to Thee" plays. The author of the passage says that the playing of this song during the sinking of the ship is a story that has been told for many years about the Titanic, but he later asserts that many such component stories of the Titanic 'myth' are not true. Therefore, this image supports best the mythology of the Titanic story. The other images are illustrations and photographs of the boat being built. Answer A is not the correct answer, because it is showing the Titanic's size, which is factual information. Answer B shows a myth that has been retold, while answer A is showing truthful information. **(Standard: RI.4.7)**

36. **A.** The fourth paragraph explains how the story of the Titanic has become a myth. The next paragraph should explain what exactly a myth is, and then go on to support the claim that the Titanic is a myth. This statement is setting that paragraph up. B is not the correct answer because the passage hasn't yet mentioned anything about popular culture. It is possible that a later paragraph might deal with this topic, but it is more appropriate to first discuss why exactly the Titanic has become a myth. C is not the correct answer because it is referencing how the stories of the Titanic are mostly factual. This is the opposite of the point of view expressed in the passage. **(Standard: RI.4.5)**

37. **Answers will vary.** Example Response:

The Titanic became a myth after being told over and over again. The story has changed over time, too. When the Titanic was first built, it was just a ship. Now, we remember it as the "Unsinkable Ship." In the article, the author explains that the Titanic only became "The Unsinkable Ship" after it already sank. Other stories that may have been made up include that the captain went down with the ship as the ship sank. This shows that elements of the Titanic story have become a myth. **(Standard: RI.4.3, RI.4.8)**

38. **Answers will vary.** Example Response:

The story of the Titanic is mythical because it has

been passed down through generations, and the details have changed over time. For example, the myth now claims that the Titanic was called the 'Unsinkable Ship,' but that didn't come about until after the ship sank. Other stories that are told that we are not sure are true include that it was "women and children first" on the lifeboats, and that the band played "Nearer, My God, to Thee" as the ship sank. **(Standard: RI.4.3, RI.4.2)**

39. Part A-**B.** Part B-**B.** The passage explains how the experiences were different for the different classes of passengers. They experienced different lodgings, different food, and different fates when the ship sank. This excerpt from the passage shows that the rooms were different for the first-class passengers and the third-class passengers. Answer choice D only provides one detail from the passage. There is no evidence (or contrary evidence) for answer choices A and C in the passage. **(Standard: RI.4.2)**

40. **B.** This photograph depicts a luxurious bedroom, which the reader can infer as one offered to the first-class passengers since it has lots of decoration and includes not only a bed with nice linens but a table and chairs. **(Standard: RI.4.7)**

41. Part A-**D.** After the sinking of the Titanic, the author states that there were several new regulations that were developed. There is no text evidence for the other answer choices;

Part B-**A.** The evidence in the line "people reevaluated what safety measures were necessary for ocean travel" supports this response because it explains that people began thinking about what needed to be different to ensure a tragedy like this wouldn't happen again. **(Standard: RI.4.1, RI.4.8)**

42. **See detailed response.**

1. **D.** The Titanic is well known, but readers might not know a lot of details about passengers' travel experiences and how the ship looked inside.

2. **A.** It was a very expensive boat to make, as the cost included the building of many different rooms and ornate furnishings in some areas.

3. **C.** The boat had rich first-class passengers, as well as poor third-class passengers whose trip was very different.

4. **E.** When the Titanic sank, more third-class passengers died than first-class passengers because they had less access to lifeboats.

5. **B.** To learn from the tragedy, people changed the laws about ocean travel after the Titanic sank.

(Standard: RI.4.3, RI.4.5)

43. **B.** Fancy is the best option for the word luxurious, because right after the author says that the rooms were luxurious, he/she describes all the beautiful details of the rooms, which implies the luxurious means something beautiful, fancy, and special. **(Standard: RI.4.4)**

44. Part A-**C.** Part B-**1st, 2nd and 5th choices.** C is the only correct response. There is no text evidence for answer choice D, and answer choices A and B were not true according to the text evidence. **(Standard: RI.4.1, RI.4.3)**

45. **See detailed response.**

Column 1	Column 2
Many were rich and famous. They ate their meals in the restaurant. Their bedrooms included paintings.	They were provided one meal a day. They slept with many other people in one room. Their tickets were the least expensive.

(Standard: RI.4.1)

46. **C.** This statement describes the make-up of the third-class passengers, and should be included in the section that describes the basic facts of the different classes of passengers. It is not specifically discussing sinking, repercussions of the Titanic, or the cost of building the Titanic. **(Standard RI.4.1, RI.4.2, RI.4.3)**

47. Part A-**B.** Part B-**1st, 3rd and 4th choices.** The passage clearly states that new rules and regulations were made after the Titanic sank. There is no evidence in the text for answer choice A, C or D. **(Standard: RI.4.1, RI.4.2)**

48. **See detailed response.**

True	False
C. The story of the Titanic has become a myth. D. The Titanic had both rich and famous passengers along with poor passengers.	B. When it was built, the Titanic was called 'The Unsinkable Ship.' A. Only third-class passengers died on the Titanic. E. After the Titanic sank, no one traveling by boat anymore. F. It is certain that women and children were the first to board the lifeboats.

(Standard: RI.4.3, RI.4.9)

49. **C.** When more than one adjective is used to describe a noun, the adjectives usually go in a certain order. The article, *a*, comes first. The adjective, *narrow*, comes second because it describes the shape. The adjective, *red*, comes third because it tells about the color. The noun, *beak*, comes last. **(Standard: L.4.1.D)**

50. **D.** The underlined word "you're" represents the contraction "you are." The word "your" is needed because the teaching is referring to the students in the class. **(Standard: L.4.1.G)**

51. **B.** A relative adverb introduces a dependent (or relative) clause that describes a noun. The three relative adverbs are: when, where, and why. The relative *adverb* where is used to describe a place. **(Standard: L.4.1.A)**

52. **A.** The verb: *will experiment* needs to be in the future tense because it hasn't happened yet. **(Standard: L.4.1.B)**

53. **B.** A coordinating conjunction is a word that connects words, phrases, or sentences. Coordinating conjunction joins together two independent clauses to form a compound sentence. Coordinating junctions are: for, and, nor, but, or, yet, and so. Commas are used with coordinating conjunction to combine two independent clauses together. **(Standard: L.4.2.C)**

54. **D.** The statement needs to end with a question mark because it is asking a question. **(Standard: L.4.3.B)**

55. **A.** "No you didn't, Robbie. It's your turn!" I yelled back. The sentence uses quotation marks and commas correctly the way that it is written. **(Standard: L.4.2.B)**

56. **C.** The correct spelling of the plural form of *vegetable* is: *vegetables*. **(Standard: L.4.2.D)**

57. **Students should choose at least two of the following statements**

- ‘I am not tired at all,’ said Colin. “It has made me well.
- ...“Tomorrow I am going out in the morning as well as in the afternoon.”
- ‘It would not be wise to try to stop me,’ said Colin quite seriously. ‘I am going.’

(Standard: RL.4.1, RL.4.3)

58. **A and B.** Colin believes that there is magic in the garden, and he believes the garden is good for his health as when he says “it has made me well”. He also mentions that he is able to ‘stand’ when in the garden as well as when he says “... I stood on my feet this afternoon”. **(Standard: RL.4.1)**

59. Part A-**B.** Part B-**A and D.** Colin asks Mary a hard question and she answers honestly - that she does think he’s strange or queer. She also tells Colin bluntly that he has been rude to Dr. Craven. There is no evidence to suggest that Mary is dishonest, afraid or clumsy. **(Standard: RL.4.1, RL.4.3)**

60. **Answers will vary. Example response:**

Characters	Colin, Mary, Dr. Craven
Setting	Colin’s room, Colin’s house (see line 1).
Problem	Dr. Craven thinks it’s unhealthy for Colin to keep venturing to the garden, but Colin wants to go.
Key Details	Colin is very rude to Dr. Craven. Mary explains to Colin that he’s acting rude. Colin and Mary believe the garden is very special.
Solution	Colin is determined to continue going to the garden, and he hopes to also become less ‘queer’ (including rude) as a result of the garden’s magic.

(Standard RL.4.2)

61. Part A-**A.** Part B-**A.** Dr. Craven explains that Colin is very sick, and needs to make sure he’s getting his rest. **(Standard: RL.4.1)**

62. **B.** The illustration shows how magical and enchanting the garden feels to the children, as shown by the plants, grass and tree, and the small wild animals like a fox and a squirrel near and on the children. The passage does not discuss the children’s love of animals, so answer choice ‘A’ would not

help a reader better understand the passage. **(Standard: RL.4.7)**

63. **See detailed response.**

1. **C.** Colin arrives back at the house to hear Mr. Craven’s concerns that he should not have been out in the garden for so long.
2. **B.** Dr. Craven and Colin discuss what is best for Colin.
3. **D.** Mary tells Colin that he is being rude to Dr. Craven.
4. **A.** Colin and Mary believe the garden is special, and decide to continue visiting.

(Standard: RL.4.2)

64. **Answers will vary.** Example Response:

Mary believes that the magic in the garden is pure and good, just like white snow. She and Colin believe that the garden is a healing place for him, which is why the magic is good, not dark or scary magic. **(Standard: RL.4.4)**

