California Summative Assessment
Administering the Summative Assessment

Summative Assessments are designed to measure whether students have mastered previously taught content related to the strands of the English-language arts content standards. These tests are administered once a year for kindergarten and grade one, and twice a year for grades two through eight. The summative assessment must include subtests of a minimum of ten items for the appropriate grade-level strands.

Each Summative Assessment consists of 75 multiple-choice questions.

- For the multiple-choice questions, students should mark their answers in the answer document. Remind students to fill in the circle completely for each answer on the test.

The assessment also contains an Informational Writing Prompt and a Narrative Writing Prompt. You may choose to administer only one each testing period.

The Answer Keys to score the tests can be found on pages 68–75.

General Procedures

Before the test: Distribute copies of the assessment.

Directions: Say: Write your name and the date on the answer document. When all students are done, say: Open the test booklet.

During the test: Monitor students’ test-taking behavior to make sure that each student is following the directions and marking responses on the answer document. Answer questions about procedures and materials, but do not help them answer the test questions.

After the test: Before collecting the answer documents, make sure that students have written their names at the top.
Scoring Instructions

Using the Student Evaluation Charts

After the Summative Assessment there is a Student Evaluation Chart. It lists all of the skills covered and the number of questions that assess each skill.

- In the column labeled “Number Correct,” fill in the number of questions answered correctly for each skill. Count the total point value of the total number of correct responses, and write the number for each subtest above the total possible score.
- Add the scores for each skill (point value for the number of items answered correctly) to determine the total test score.
- To convert these raw test scores to percentages, divide the point value of the number answered correctly by the total point value of the questions. Example: A student gets 9 out of 12 possible points; 9 divided by 12 = .75 or 75%.

Multiple-choice questions are worth one point.

Evaluating the Scores

The primary focus of the Summative Assessment is to measure each student’s progress toward mastery of each skill. Scores that fall below the 80th percentile suggest that students require additional instruction before mastery of that skill can be achieved.

Evaluating the results of this assessment provides specific information about students’ daily instructional needs. We recommend that you use these results for instructional planning and reteaching opportunities. Compare these results with your own observations of students’ work and identify objectives that still need reinforcement. Incorporate these into your instructional plans for the coming unit for individual, small group, or whole group instruction as indicated.
Tips for Taking the Summative Assessment

Here are some tips to help you do your best.

✓ Ask your teacher to explain the directions.
✓ Read the passage and questions. You may look back at a passage as often as you like.
✓ Answer the questions you know. If a question seems hard, skip it and go back to it later.
✓ Fill in the answer bubbles on the answer document completely. Do not mark outside the bubble.
✓ Be positive. Some questions may seem hard, but others will be easy.
✓ Double check each answer.
✓ Try to answer every question and do your best.

Directions for Taking the Summative Assessment

The test contains several reading passages and 75 multiple-choice questions. Each multiple-choice question is followed by four answer choices. Read all the answer choices under each question and decide which answer is correct. Fill in the correct answer for each question on the answer document.
Summative Assessment

- Word Analysis, Fluency, and Systematic Vocabulary Development
- Reading Comprehension
- Literary Response and Analysis
- Writing Strategies
- Writing Application
- Written and Oral Language Conventions
Read the story “Coyote Decorates the Night” and then answer Numbers 1 through 5.

Coyote Decorates the Night
an adaptation of a Native American folktale

1. In the beginning of time, it was up to the animals to arrange the world. They placed the lakes and rivers, they planted trees and flowers, and they put the mountains where they belonged. They put everything in its place. The world was beautiful. But when night came, they realized something was missing. All of the beautiful things disappeared in the dark. The animals decided they needed to decorate the night, too, so they made many tiny objects that would sparkle and shine. They called them stars.

2. While they worked, they talked about the beautiful designs and shapes they would make with the stars. They talked about where they would hang them. They worked all night making stars, but the sun rose before they could decorate the world with them. They put them in a jar and put the lid on. The animals left the task of decorating the night until it got dark again.

3. Coyote was not busy like the other animals. He was very lazy. He rested in the cool shade of the trees, the same trees that the other animals had worked so hard to plant. He brushed his lovely brown coat and went on long walks.

4. As he was walking the next day, Coyote found the jar of stars. He was not a busy animal, but he was a curious one. He wondered what might be in that jar. He had a feeling he should not open it, but he could not help himself. He slowly twisted the lid off the jar. With a great flash, the stars flew
through the air. Coyote tried to get them back. They flew too
fast, though. Within seconds, they were gone. Only a few
stars remained in Coyote’s paws.

5  Coyote stared at the sky with astonishment. He was so
surprised at what had happened. He took out the remaining
stars from the jar, and set them free into the sky. When he
was finished, he brushed off his paws and looked down at his
fur. The stars had burned his lovely brown coat. Now it had
become a dull gray color.

6  When night came, it was easier to see, for the stars were
lighting up the sky. The other animals saw the twinkling sky
but they also noticed Coyote’s gray, burned fur. They knew
what he had done. And that is how the stars got into the sky,
and how coyotes got that dusty gray fur.
1 Based on the story, the animals make the stars because
A they had nothing else to do.
B they were told to by Coyote.
C they wanted to decorate the night.
D they wanted to change Coyote’s fur.

2 Which story detail best supports the idea that Coyote is curious?
A He likes to rest in the shade.
B He finds a jar while he is walking.
C He goes on walks through the forest.
D He wants to know what is in the jar.

3 Which story detail suggests that Coyote will cause a problem?
A He has lovely brown hair.
B The animals arrange the world.
C He cannot help himself from opening the jar.
D He brushes off his paws and looks down at his fur.

4 Read this sentence from the story.

Coyote stared at the sky with astonishment.

Which of these words is a synonym for astonishment?
A anger
B sky
C stars
D surprise

5 What is the main intent of the story?
A to make readers look at the stars
B to describe what Coyote looks like
C to entertain readers about how the stars got in the sky
D to teach readers about coyotes and what they like to do
Read the passage “Bats” and then answer Numbers 6 through 9.

### Bats

#### Bats Are Mammals

1. Bats are mammals. They have small, furry bodies with wings. They are the only mammals that can fly. Bat wings are really webbed hands. Thin skin covers their fingers and stretches back to their legs and tails. When bats fly, they use their tails for balance. This helps them make fast turns or change direction.

2. Almost all bats are nocturnal. They sleep during the day and come out at night to feed. Bats sleep in dark places such as caves, mines, and inside trees. Bats can’t see when they fly in the dark. Because of this, they have developed an interesting way to tell where they should fly.

#### Navigating by Sound

3. Many bats learn where they are by opening their mouths and making sounds. When the sounds bounce off different places, the bats listen to the pitches, volume, and directions of the sounds. In this way, they learn where and how big things are.

4. Bats have very large ears. The ears help bats know changes in pitch, volume, and tone. This helps bats gather details about things around them. This special technique of finding things is called echolocation.

#### Bats Are Caring Creatures

5. Until recently, pictures of bats were misleading. The photographer would grab a sick bat on the ground. He or she would hold the bat with its wings stretched wide and shine a very bright light in its face. The bat would be frightened. It would pant for air. Sometimes it would snarl in fear. The pictures made the bats look mean, but the bats weren’t really mean. They were just scared.
Bats are very gentle and loving. Mother bats sleep with their wings wrapped around their babies to protect them. They move the babies if they seem to be threatened in any way. Just like other mammals, adult bats help their children find food and grow strong. Bats are also very clean. They lick their wings and use their thumbs to clean their faces. They comb their fur the same way that cats do.

Bats Help People

Bats are helpful, too. Some bats eat insects. Just one brown bat can eat more than 600 mosquitoes in one hour! A large group of Mexican free-tail bats in Texas eats 250 tons of insects in one night. When bats eat many insect pests, farmers don’t have to use as many chemicals on their crops. In the American Southwest, long-nosed bats pollinate many important plants, including the saguaro cactus. Many other species are dependent on bats for their survival.
6 Read this sentence from the passage.

Sometimes it would **snarl** in fear.

What word means about the same as **snarl**?
A growl  
B smile  
C speak  
D weep

7 Read these sentences from the passage.

Almost all bats are **nocturnal**. They sleep during the day and come out at night to feed.

Which statement best reflects the meaning of **nocturnal**?
A Bats cannot see at night.  
B Bats like to hide in dark places.  
C Bats like to explore during daytime hours.  
D Bats are more active at night than during the day.

8 Based on the section headings, you can predict that this passage will **mostly** give information about

A how bats fly.  
B how bats hear.  
C what bats do.  
D how adult bats take care of baby bats.

9 Why were photographs of bats taken in the past misleading?

A Bats were kind to strangers.  
B Bats looked mean but were really frightened.  
C Bats do not photograph well in the dark.  
D Baby bats were too young to be taken from their mothers.
Read the story “Martin’s Secret Violin” and then answer Numbers 10 through 14.

**Martin’s Secret Violin**

1. Martin was not sure if there would even be time to pick up his violin today. Right after school, he had soccer practice. Then, right after practice he had orchestra class. Last year, Martin used to keep his violin with him at all times. But then all the kids at soccer practice made fun of him for playing the violin. They laughed at him because he liked music. So now, in the fourth grade, Martin decided that he wouldn’t bring his violin with him. He didn’t dare tell his friends how much he really loved music. In fact, he was about to land a place in the citywide orchestra, even though he was only nine years old!

2. Today, Martin would need to run home to get his violin after soccer practice. There was a concert on Saturday night and he really wanted to practice. It would be Martin’s first live performance. But there was a big chance that he would be late if he stopped home first. It was important for him to get to rehearsal on time. But he also didn’t want the kids at school to see his violin.

3. As he walked into school he saw a poster that read “Gregory Thomas Playing Today. All-School Concert at 11:30.” Martin stared at the poster in disbelief. He was shocked. Gregory Thomas was the best violin player in the citywide orchestra. Martin loved to listen to him play. He always felt more confident when he could follow Gregory’s lead in practice.

4. Martin sat at the concert with his friends and tried to hide his excitement. He listened to them make fun of Mr. Thomas before the music started. If only he were brave enough to tell them to stop!
Mr. Thomas walked across the stage and started playing. The audience listened politely as he played some classical music.

“And now for something a little different,” Mr. Thomas said when he finished.

The music that came from the stage now was like nothing anyone had heard before. It wasn’t exactly music they could dance to. And it wasn’t typical classical music. It had a catchy rhythm that made listeners tap their feet. The fact that it was coming from a violin made it more special. It was different and cool! Martin’s friends’ eyes were glued on Mr. Thomas. They didn’t want this music to stop.

“Now I’d like to invite Martin Hernandez to the stage,” Mr. Thomas said. “Some of you might not know this, but Martin tried out for the citywide orchestra. And he won a place even though he’s only nine years old. I’m proud of him, and I’d like him to join me on stage. He’ll give you a taste of what you’ll hear if you come to Saturday’s concert.”

Martin could barely move. His secret was out. Now his friends would know about his violin playing.

“Go on, Martin!” his friends said. They were smiling at him and encouraging him to take the stage. “Go up there and show us what you can do.”

Martin walked up to the stage. Then he saw his mom and dad waiting backstage. His dad handed Martin his violin. Then Martin stood next to Mr. Thomas and looked out at his first live audience. He closed his eyes and started to play. He knew the other kids would not make fun of him again.
10 Read this sentence from the story.

The audience listened politely as he played some classical music.

The word **audience** contains the Latin root **aud**. What does **aud** mean?

A) hear  
B) play  
C) see  
D) smile

11 Read this sentence from the story.

Martin’s friends’ eyes were **glued on** Mr. Thomas.

What is the meaning of the idiom **glued on** in this sentence?

A) hiding  
B) stuck to  
C) staring at  
D) listening to

12 At the end of the story, Martin has changed his mind about playing the violin. Which **best** shows he has changed his mind?

A) He hides his excitement at the school concert.  
B) He plays his violin on stage in front of his friends.  
C) He decides not to go to soccer practice after school.  
D) He tells his friends to stop making fun of Mr. Thomas.
Read these sentences from the story.

Martin could barely move. His secret was out. Now his friends would know about his violin playing.

Why could Martin barely move?

A  He was angry.
B  He had no music.
C  He was embarrassed.
D  He did not have his violin.

How does Martin change in the story?

A  At first he is angry, then he is sad.
B  At first he is shy, then he is proud.
C  At first he is happy, then he is sad.
D  At first he is proud, then he is happy.
Read the passage “Make Your Own Kaleidoscope” and then answer Numbers 15 through 18.

**Make Your Own Kaleidoscope**

To make your own kaleidoscope, you will need these things:

- 3 long rectangular plastic mirrors
- 1 empty ribbon holder
- 3 pieces of foam tubing
- Glue
- Sandpaper
- 1 tube from a roll of paper towels
- 3 pieces sticky-backed foam strips
- 1 plastic Petrie dish
- Tape
- Permanent markers

When you have all of these things, follow these steps:

1. Take the three mirrors. Put them together to make a triangle. Make sure the shiny sides face each other. Tape the edges of the mirrors together.

2. Stick a piece of foam to each side of the triangle.
3. Slide the triangle into the paper towel tube. Place pieces of foam tubing into the open spaces. Doing this will make the triangle strong.

4. Tape the ribbon holder to one end of the paper towel tube. Make sure the hole is in the middle of the tube. This will be your eyepiece.

5. Use your marker to draw some lines on the inside of the plastic dish. Don’t draw too many. Make the lines simple.

6. Rub the sandpaper on the outside of the plastic dish.
7. Glue the plastic dish to the other end of your kaleidoscope. Add tape if needed. Look through as you turn the cardboard tube. Enjoy what you see!

Mirrors Past and Present

Many years ago, mirrors were simply highly polished metal disks. They were made of tin or bronze. In the 1500s, people covered flat glass with a thin sheet of tin or mercury metal. In the 1800s, however, people began to use silver, which was more reflective.

Today, silver is still used to make mirrors. Some people also use aluminum. In order to do this, the metal must first be melted. The metal then is glued to the back of a piece of glass. Mirrors that are used in kaleidoscopes, as well as telescopes and other tools, are made a little differently. The melted metal is put on the front of the glass. In this way, there is no reflection from the other pieces of glass.
15 When making a kaleidoscope, what should you do **right after** attaching foam to the mirror?

A Tape the three mirrors together.
B Rub sandpaper on the plastic dish.
C Slide the mirrors into the paper towel tube.
D Draw lines on the inside of the plastic dish.

16 Read this sentence from the passage.

In the 1800s, however, people began to use silver, which was more reflective.

Which word is an **antonym** for reflective?

A damp
B dull
C expensive
D shiny

17 When making a kaleidoscope, what is the **last** thing you should do?

A Draw lines on a plastic dish.
B Slide pieces of foam into the triangle.
C Glue the plastic dish to the paper towel tube.
D Place the eyepiece in the center of the paper towel tube.

18 Why is melted metal put on the front of the glass?

A so the thin metal won’t chip off
B so the three mirrors won’t block light
C so kaleidoscope makers can glue pictures to the back of the glass
D so there is no reflection from the other pieces of glass
The Story of John Muir

1. John Muir was born in Dunbar, Scotland. As a boy, he often dreamed about living in the United States. In 1849, his dream came true. When John was eleven, the Muir family emigrated from Scotland and went to the United States. They settled on a farm in Wisconsin.

2. John Muir had a great interest in taking things apart. He often used the parts to make new things. One thing he made was very interesting. It was both a desk and a clock. This desk-clock raised and lowered books. Making new things from old parts made Muir very happy. Other people liked these new things, too. In fact, he sold many of the things he made. He made a lot of money from the things he sold.

3. At age twenty-five Muir got a job in a factory. While working there, Muir had a very bad accident. For several weeks he thought he might never see again. The thought of becoming blind made Muir very sad. He feared he would not be able to enjoy looking at the things around him. The injury, however, only lasted a short time. He was able to see again. In fact, he was so happy that he set out to see as much of the world’s natural beauty as possible.

4. Muir loved the American West. He thought the mountains, lakes, and streams in this part of the country were beautiful. He loved visiting them. Of all places, he loved northern California the most. He thought the Sierra Nevada Mountains were beautiful. He spent nearly ten years there. He wrote notes on all the delightful things he saw.
John Muir’s notes were very important to him. He used his notes to save America’s wilderness. He fought hard to save these areas.

Muir’s plan worked. Laws were passed to start national parks. Two such parks were Yosemite and Sequoia. Later, President Theodore Roosevelt set aside more land to be saved.

To many, Muir is the father of our national parks—and a true conservation leader. He died in 1914 at the age of seventy-six. The Muir Woods National Monument in California is named for him. This place reminds all of us of John Muir. He loved America’s beauty so much that he tried to save it.
19 Read this sentence from the passage.

When John was eleven, the Muir family emigrated from Scotland and went to the United States.

The word emigrated contains the Latin root migrate. What does migrate mean?
A carry
B lift
C move
D train

20 Which is an opinion from the passage?

A John Muir was born in Dunbar, Scotland.
B One thing he made was very interesting.
C This desk-clock raised and lowered books.
D At age twenty-five Muir got a job in a factory.

21 What role did his love of the American West play in John Muir’s life?

A He wanted to live outdoors until his death.
B He encouraged others to travel to the West.
C He set out to save America’s natural beauty.
D He started a national park in the American West.
22 Use this thesaurus entry to answer this question.

**plan noun** 1. arrangement, organization, order.  
   2. diagram, map, table.  
   3. idea, thought, design.

Now read this sentence from the passage.

Muir's plan worked.

Which *synonym* could be used to replace the word *plan* in this sentence?

A idea  
B map  
C order  
D table

23 Based on the passage, which would make the *best* alternate title?

A “John Muir’s Move to America”  
B “John Muir and National Parks”  
C “John Muir, Conservation Leader”  
D “John Muir and the American West”
Read the poem “The First Tooth” and then answer Numbers 24 through 26.

The First Tooth
*by Charles and Mary Lamb*

1. Through the house what busy joy,
2. Just because the infant boy
3. Has a tiny tooth to show!
4. I have got a double row,
5. All as white, and all as small;
6. Yet no one cares for mine at all.
7. He can say but half a word,
8. Yet that single sound’s preferred
9. To all the words that I can say
10. In the longest summer day.
11. He cannot walk, yet if he put
12. With mimic motion out his foot,
13. As if he thought he were advancing,
14. It’s prized more than my best dancing.
24 How are the speaker and the infant boy different?

A The speaker gets attention, while the infant boy does not.

B The speaker doesn’t say much, while the infant boy babbles all day.

C The speaker cannot dance, while the infant boy loves to dance.

D The speaker has all his teeth, while the infant boy has only one tooth.

25 Read these lines from the poem.

He can say but half a word,
Yet that single sound's preferred

Which word means the opposite of single?

A large

B loud

C many

D short

26 Read these lines from the poem.

He cannot walk, yet if he put
With mimic motion out his foot,

Which does the word mimic mean in these lines?

A brag

B copy

C kick

D wait
Read the passage “Science in Your Bones” and then answer Numbers 27 through 30.

Science in Your Bones

1. What was Earth like a long time ago? What kinds of plants lived on Earth? What kinds of animals were here? There are people who try to find answers to these kinds of questions. These people are called paleontologists. To find the answers, these men and women study things from the past.

2. Paleo is a Greek word that means “old.” The word ending -ology is also Greek. It means “the study of.” So paleontology means “the study of old things.”

3. The “old things” are called fossils. Fossils are the remains of plants or animals. These remains are left behind in rocks. Some fossils are shells or leaves. Some are animal bones. Some are tracks that were left by animals as they passed by.

4. The rocks were formed millions of years ago. At that time, the animals and plants were alive. The animals and plants were buried in the rocks. The rocks piled up. The shape of the shells or leaves became part of the rock. The animal bones and tracks also became part of the rock. Paleontologists study the fossils in the rocks. These men and women can then tell what the plant or animal looked like.

5. Fossils have been found all over the United States. One might think that we know about every plant and animal that has ever lived on Earth. That is not true. Scientists believe that these fossils represent just a small number of plants and animals. They also think that many living things vanished from Earth without leaving any fossil behind.
Paleontologists learn many things from fossils. One thing they learn is what kinds of animals lived on Earth long before there were people. They also learn whether rocks were formed on land or in the sea. Most rocks that have fossils of sea creatures were formed in water. Most rocks that have fossils of land creatures were formed on land. Knowing where rocks were formed tells us how Earth may have looked years ago.

Paleontology can be very exciting. Think about the first men and women who stumbled upon a dinosaur fossil. Think about what they felt like when they looked at the fossil. Think about what they felt when they realized what they had found!
27 Based on the passage, which would make the best alternate title?

A “Early Life on Earth”
B “The History of Paleontology”
C “Sea Creatures and Land Creatures”
D “Using Paleontology to Learn About the Past”

28 Based on the passage, the Greek ending -logy means “the study of.” If another Greek word, bio, means “life,” what is the meaning of the word biology?

A the study of life
B the study of words
C knowing about life
D knowing about words

29 What is the main idea of paragraph 5?

A Most rocks that have fossils of sea creatures were formed in water.
B Most rocks that have fossils of land creatures were formed on land.
C We don’t have fossils for every plant and animal that existed.
D Paleontologists can tell whether rocks were formed on land or in the sea.

30 Read this sentence from the passage.

Think about the first men and women who stumbled upon a dinosaur fossil.

The idiom stumbled upon means

A got lost.
B threw away.
C searched hard for.
D found by accident.
Read the passage “Back-to-School Night at Gonzales Middle School” and then answer Numbers 31 through 35.

**Back-to-School Night at Gonzales Middle School**

*Come one! Come all!*

A happy time is in store for you next Tuesday, October 19th. On that night we will hold our yearly Back-to-School Night. It's a wonderful chance for you to share in your child's school experience.

**Program of Events**

6:00—7:00 P.M. School Tour

*Your child will proudly serve as your guide.*

There will be a great art exhibit. Students will post wonderful paintings, drawings, and collages throughout the school! See your child's artistic talent come to life. Students have written many poems and stories! You'll find out what good writers your children are. Experiments have been set up in the science lab for all to see! Our budding scientists have prepared some exciting experiments.

7:00—8:00 P.M. Parent-Teacher Visits

*Come meet your child's teachers.*

• Ask questions and talk about your child's progress.
• Discuss any special concerns you may have.
• Meet our new art instructor.
• Meet our drama coach. She will be on hand to tell you about this year's school plays.

8:00—8:30 P.M. Student Concert 🎵

*Hear some great music performed by our talented musicians.*

8:30—9:00 P.M. Snack Time

*Eat some tasty treats prepared by members of our staff.*

Last year 272 parents and friends attended Back-to-School Night. *Let's make this Back-to-School night bigger and better!*
31 Read these sentences from the passage.

There will be a great art exhibit. Students will post wonderful paintings, drawings, and collages throughout the school!

Which meaning of post is used in these sentences?

A a place  
B to put up  
C to warn  
D a long pole

32 Which is an opinion from the passage?

A Experiments have been set up in the science lab for all to see!  
B Meet our new art instructor.  
C Hear some great music performed by our talented musicians.  
D Last year 272 parents and friends attended Back-to-School Night.

33 Read these sentences from the passage.

Meet our drama coach. She will be on hand to tell you about this year’s school plays.

What is the meaning of the idiom on hand?

A distant  
B nearby  
C out of control  
D using her hands
34 Which is a fact from the passage?

A A happy time is in store for you next Tuesday, October 19th.

B Our budding scientists have prepared some exciting experiments.

C Students have written many poems and stories!

D It’s a wonderful chance for you to share in your child’s school experience.

35 What is the last thing that parents and guests will do right before having snacks?

A Talk to teachers.

B Read poems and stories.

C Look at student artwork.

D Attend a student concert.
Read the passage “Nuclear Power—The Key to the Future!” and then answer Numbers 36 through 39.

Nuclear Power – The Key to the Future!

1. We need all kinds of energy to make our world work. We also need energy to make things run and to survive. Sometimes, we have to find new types of energy. One new kind of energy is nuclear energy. Today, people all over the globe use this kind of energy. Most people think that it is very useful.

2. This kind of energy was first used in the middle of the 1900s. That is more than 50 years ago! Since then, we have learned how to use it. In years to come, we may learn even more ways to use it.

3. Many people believe that using nuclear energy is a good idea. But there are also people who do not believe it is safe. They feel that it could hurt the environment. This is possible if we are not careful. At the same time, nuclear energy can also save many natural resources. It can give us more heat and power than other fuels. For example, uranium is used to create nuclear energy. Coal is a natural resource. One pound of uranium can make more energy than we can get from three million pounds of coal. So, using this kind of energy might be better than burning other fuels to get heat and power. Burning fuels like coal or oil causes air pollution. Using uranium does not cause air pollution.
4 But there is also another problem with nuclear energy. What do we do with the uranium when it no longer can be used to make electricity? Uranium gives off radiation, which is dangerous energy waves. This takes place for a long time. It takes thousands of years before this material is fully decayed. Until then, this material must be handled with care. Maybe someday, scientists will find a safe way to store nuclear material that we no longer need.

5 We need to find new ways of getting power and fuel. Today, coal and oil help give us energy, but we still have to find new solutions. That’s why so many people believe in nuclear energy. Nuclear energy might just be the key to the future!
36 Read this sentence from the passage.

Today, people all over the globe use this kind of energy.

Which word means about the same as globe?
A  ball  
B  Earth  
C  country  
D  map

37 The main intent of paragraph 1 is to
A  ask readers to think about nuclear energy.  
B  present an amusing story about nuclear energy.  
C  tell readers about an argument against the use of nuclear energy.  
D  introduce an argument in support of nuclear energy.

38 Read this sentence from the passage.

Nuclear energy might just be the key to the future!

Which meaning of key is used in this sentence?
A  a tone in music  
B  a small metal piece  
C  a solution to a problem  
D  a device that opens a lock

39 Which best describes the organization of the passage?
A  cause and effect  
B  sequential order  
C  comparison and contrast  
D  proposition and support
Read the poem “The Wind” and then answer Numbers 40 through 42.

The Wind

an excerpt from a poem by Robert Louis Stevenson

I saw you toss the kites on high
And blow the birds about the sky;
And all around I heard you pass,
Like ladies’ skirts across the grass—
O wind, a blowing all day long,
O wind that sings so loud a song!
I saw the different things you did,
But always you yourself you hid.
I felt you push, I heard you call,
I could not see yourself at all—
O wind, a blowing all day long,
O wind that sings so loud a song!
Which is an example of personification from the poem?
A. The wind is flying a kite.
B. The wind has hurt feelings.
C. The wind is acting like a child.
D. The wind is singing.

Read this line from the poem.

Like ladies' skirts across the grass—

This line includes what kind of figurative language?
A. simile
B. metaphor
C. hyperbole
D. personification

What is the most likely purpose of repeating the last two lines of each stanza?
A. to add imagery to the poem
B. to include a metaphor in the poem
C. to describe the wind singing louder
D. to show that the wind is still blowing
The following is a rough draft of a student’s report. It contains errors.

**Tae Kwon Do**

(1) Tae Kwon Do is popular in our country. (2) It was started in Korea. (3) It has become Korea’s national sport and an Olympic event. (4) Tae Kwon Do is like many other martial arts.

(5) The main point of this kind of sport is to protect yourself from an attack. (6) Different kinds of martial arts are practiced. (7) Each kind is a little different. (8) Two kinds, Aikido and Judo, use moves to throw an opponent. (9) In other words, the martial artists do not touch the person they are playing against. (10) Two other kinds are Kendo and Kali. (11) They use devices to fight attackers. (12) Such a device might be a pair of short sticks or a single long stick. (13) It might even be a wooden or metal sword. (14) Tae Kwon Do is a stand-up martial art. (15) Players punch, kick, and block. (16) Other stand-up kinds are Karate and Kung Fu.

(17) Many people in the United States like Tae Kwon Do and Karate. (18) They are the same in many ways. (19) Both use punches, kicks, and blocks. (20) Tae Kwon Do is not the same as Karate. (21) There is much more kicking in Tae Kwon Do. (22) Tae Kwon Do has dozens of ways to kick. (23) There are spinning kicks and jumping kicks. (24) Some kicks look like the person is flying through the air!

(25) Learning Tae Kwon Do requires practice and discipline. (26) As a beginner, you will learn easy moves. (27) And you will be taught your first form. (28) You may also learn to spar. (29) Sparring is like pretend fighting. (30) Two people practice their moves. (31) They stop short of hitting each other. (32) It may look like the two people are fighting. (33) However, they really aren’t making any contact.
(34) As you learn more and more, you will be able to take a test to move to the next level. (35) Each new level is identified by a different colored belt. (36) Each new level focuses on a different set of skills. (37) The highest level is black belt. (38) A student who attends class twice a week could earn a black belt in two to five years. (39) Of course, this depends on the student and the school. (40) Earning a black belt is a very difficult thing to do. (41) Don’t give up hope, though. (42) If you start today, you will be on your way!
43 Read these sentences from the first paragraph of the report.

It was started in Korea. It has become Korea’s national sport and an Olympic event.

How can these sentences best be joined without changing the meaning?

A It was started in Korea, but became an Olympic event and a national sport.
B It was started in Korea, and it has become Korea’s national sport and an Olympic event.
C It was started in Korea and became a national sport, but became an Olympic event.
D It was started in Korea, but became Korea’s national sport and an Olympic event.

44 Which best describes the structure of the report?

A cause and effect
B chronological order
C similarity and difference
D posing and answering a question

45 The student found the following article titles in a magazine. Which article would best help with the report?

A “Tae Kwon Do and You”
B “The History of Tae Kwon Do”
C “Pros and Cons of Martial Arts”
D “Martial Arts in the United States”

46 If the student quotes an article when writing her report, the bibliography should include all of these except the

A title of the article.
B page number of the article.
C author who wrote the article.
D date she read the article.
The following is a rough draft of a student’s report. It contains errors.

The Pony Express

(1) In 1860, a new mail service was started. (2) This took place in St. Joseph, Missouri. (3) The service ran from St. Joseph, Missouri, to Sacramento, California. (4) The service had 190 stops. (5) The stops were about ten to fifteen miles apart. (6) Four hundred men and women were hired to take care of the stops. (7) Over four hundred strong ponies were bought. (8) Finally, eighty people were hired to work as riders.

(9) The Central Overland california and Pikes Peak express Company began service on April 3, 1860. (10) The service became known as the Pony Express. (11) The first rider carried letters and telegrams. (12) He also carried newspapers from the East. (13) The rider kept everything in a small leather bag.

(14) The rider began the trip in St. Joseph. (15) He crossed the Missouri River on a ferry. (16) From there, he had rode ten miles to the first stop. (17) He stayed there for only a few minutes. (18) He had just enough time to get a drink of water. (19) While the rider drank the water, a man at the stop put the bag on a fresh pony. (20) Then, the rider ran out of the station, hopped on the pony, and galloped off to the next station. (21) When the rider had gone seventy-five miles or so, he handed the bag to a new rider. (22) The new rider continued in the same way until he too had gone the same number of miles. (23) This rider, in turn, gave the bag to yet another rider.

(24) The trip went on for about ten days. (25) Finally, the last rider got to Sacramento. (26) The riders had gone about nineteen hundred miles. (27) The bag was then put on a boat in Sacramento. (28) The bag was on its way to the last stop. (29) That stop was San Francisco. (30) The trip across the country was finally over!
Read this sentence from the second paragraph of the report.

The Central Overland California and Pikes Peak express Company began service on April 3, 1860.

What is the correct way to capitalize the underlined name in the sentence?

A. Central overland California and pikes Peak Express Company
B. Central Overland California and Pikes Peak Express Company
C. Central Overland California and Pikes peak express Company
D. central Overland California and pikes peak Express Company

Read this sentence from the third paragraph of the report.

From there, he had rode ten miles to the first stop.

What is the correct way to write the underlined words to fit the verb tense of the paragraph?

A. rode
B. ride
C. rides
D. has ridden
Which sentence could provide the best transition between sentence 20 and sentence 21?

A  At the station the rider washed the bag.
B  The fresh pony was often ahead of the rider.
C  The first rider did not stop at any other station.
D  At each station the rider received a fresh pony.

The student found a book in the library called *The History of the Pony Express*. What part of the book would be the best place to look to find other books about the Pony Express?

A  index
B  bibliography
C  copyright page
D  table of contents
The following is a rough draft of a student’s story. It contains errors.

Heron and Hummingbird

(1) Heron and Hummingbird were very good friends. (2) They were different, though. (3) Heron was tall and gangly and awkward. (4) Hummingbird was small and sleek and fast. (5) They both loved to eat fish. (6) Hummingbird preferred small fish like minnows. (7) Heron liked the large ones.

(8) One day, Hummingbird said to his friend: “I am not sure there are enough fish in the world for both of us to eat. (9) Why don’t we have a race to see which of us should own the fish?”

(10) Heron thought that was a very good idea. (11) They decided that they would race for four days. (12) They would race to an old dead tree next to the river. (13) Whoever sat on top of the tree first on the last day of the race would own all the fish in the world.

(14) They started out the next morning. (15) Hummingbird zipped along, flying around and around Heron. (16) Heron was moving steadily forward, flapping his giant wings. (17) At one point Hummingbird was distracted by the pretty flowers along the way. (18) He would flit from one to the other flower. He would take a taste of nectar from each one. (19) Then Hummingbird noticed that Heron was ahead of him. (20) He hurried to catch up with Heron. (21) He zoomed ahead as fast as he could. (22) Heron just kept flying steadily forward, flapping his giant wings.

(23) Hummingbird was tired from all his flitting. (24) When it got dark, he decided to rest. (25) He found a nice spot to perch and slept all night long. (26) But Heron just kept flying steadily forward all night long, flapping his giant wings.

(27) When Hummingbird woke in the morning, Heron was far ahead. (28) Hummingbird had to fly as fast as he could to catch up.
(29) He zoomed past Heron, who was big and awkward, and kept going until Heron had disappeared behind him. (30) Then Hummingbird noticed some more pretty flowers nearby. (31) He zipped over to them and tasted their nectar. (32) He was enjoying the pretty scenery and didn’t notice Heron flapping past him with his great wings.

(33) Hummingbird finally remembered that he was racing with Heron, and flew as fast as he could to catch up with the big, awkward bird. (34) Then he zipped along, flying around and around Heron, who kept moving steadily forward, flapping his giant wings.

(35) For two more days, Hummingbird and Heron raced toward the dead tree near the river. (36) Hummingbird had a marvelous time sipping nectar and flitting among the flowers and resting himself at night. (37) Heron kept up a steady flapping of his giant wings. (38) He moved himself forward through the air all day and all night.

(39) Hummingbird woke from his sleep the morning of the fourth day. (40) He was refreshed and invigorated. (41) He zipped toward the dead tree near the river. (42) When it came into view, he saw Heron perched at the top of the tree! (43) Another kind of bird is a flamingo. (44) Hummingbird was shocked! (45) Heron had won the race.

(46) “How did you get to the tree so fast?” asked Hummingbird.

(47) “I flew straight and steady. (48) You slept all night,” Heron answered with a smile on his face.

(49) So, from that day forward, the heron has owned all the fish in the rivers and lakes. (50) The hummingbird has sipped from the nectar of the many flowers that he enjoyed so much during the race.
51 Read these sentences from the first paragraph of the story.

Hummingbird preferred small fish like minnows. Heron liked the large ones.

What is the best way to combine these sentences?

A Hummingbird preferred small fish, like minnows Heron liked the large ones.

B Hummingbird preferred small fish. Like minnows Heron liked the large ones.

C Hummingbird preferred small fish like minnows, but Heron liked the large ones.

D Hummingbird preferred small fish like minnows, Heron liked the large ones.

52 Which word from the story is not spelled correctly?

A steadily

B hurryed

C refreshed

D tasted

53 Read this sentence from the story.

He was enjoying the pretty scenery and didn't notice Heron flapping past him with his great wings.

What is the correct way to write the underlined word in the sentence?

A didn’t

B didn’t

C di’dnt

D Leave as is.

54 Which of these sentences from the story should be deleted?

A Heron was tall and gangly and awkward.

B They would race to an old dead tree next to the river.

C For two more days, Hummingbird and Heron raced toward the dead tree near the river.

D Another kind of bird is a flamingo.
The following is a rough draft of a student’s report. It contains errors.

**Wild Horses**

(1) Did you know that at one time there were many wild horses? (2) These horses were not big. (3) They were much smaller than horses we see today. (4) They died out years ago. (5) Did the horses get sick and die? (6) Did they just die, or were they killed? (7) Did other animals kill them? (8) No one is sure!

(9) Some years later, when the Spanish came to America, they brought horses with them. (10) The horses liked to run free. (11) They found other horses. (12) These horses stayed with one another. (13) These horses had a lot of room. (14) At one time, there were more than two million wild horses.
(15) Then things began to change. (16) People needed more land. (17) They took land where the horses lived. (18) At first there was enough room. (19) After a while, however, the horses lost the land they lived on.

(20) By the early 1970s, there were fewer than 20,000 wild horses. (21) Some people were worried. (22) They began to think that the wild horses would die out. (23) These people wanted to save the horses. (24) A law was passed to save the horses. (25) The people were happy at last.

(26) Today, about 47,000 wild horses now live in the West. (27) People love these horses. (28) Most people think the West would not be the same without these horses.
55 Which of these sentences from the report is a compound sentence?

A They were much smaller than horses we see today.
B Did they just die, or were they killed?
C They took land where the horses lived.
D These people wanted to save the horses.

56 Which word from the report is not spelled correctly?

A million
B enough
C worried
D passed

57 In the second paragraph, why does the student mention the Spanish?

A to explain how horses got to America
B to show why horses run wild
C to explain why there are so many horses
D to show that there are many horses in America

58 Which best describes the organization of the report?

A cause and effect
B chronological order
C similarity and difference
D posing and answering a question
The following is a rough draft of a student’s story. It contains errors.

The Blue Vase

(1) Cora wanted to make money to help her family pay the bills. (2) She was very happy to get a job after school working for Mr. Lee, who was getting older and needed someone with boundless energy to help with the cooking and cleaning. (3) Cora liked Mr. Lee, who was very kind and always treated her very well. (4) He also told Cora wonderful stories about his grandmother.

(5) Mr. Lee trusted Cora and sometimes left her alone in the house while he went to the doctor. (6) One afternoon after Mr. Lee left, Cora hurriedly began to do her chores. (7) First, she cleaned the kitchen, sweeping the floor and wiping off the counters. (8) Next, she moved into the living room and carefully dusted all of the expensive things Mr. Lee had lying around. (9) She had never saw such beautiful things. (10) She was convinced they must have cost a fortune!

(11) Cora was especially impressed with a lovely blue vase. (12) It was the most beautiful vase in the world. (13) She could not stop herself from picking it up and admiring it.

(14) Just then the doorbell rang. (15) The sudden ring startled Cora, and the vase fell from her hands. (16) It shattered in pieces on the floor! (17) The girl was frozen with fear as the doorbell rang again.

(18) After a terrified moment, Cora turned and answered the door. (19) A young man handed her a package for Mr. Lee and asked her to sign for it. (20) It was a book he had ordered that was called Famous Vases. (21) Cora remembered seeing this book mentioned in a magazine called hobbies for young and old alike. (22) She signed for the package with shaking hands, and the man left.

(23) What would she tell Mr. Lee? (24) Perhaps she could make up a story and say that the man broke the vase! (25) That was it!
(26) When she heard the key in the lock, Cora jumped. (27) Mr. Lee came in with his usual smile. (28) When Cora was face to face with him, she knew she would have to tell him the grim truth.

(29) After Cora finished telling her story, Mr. Lee just stared at her. (30) Cora was very frightened. (31) Suppose Mr. Lee made her pay for the vase? (32) It would take her family a long time to pay for such an expensive item. (33) And Mr. Lee would fire her for sure.

(34) Mr. Lee saw the troubled look on the girl’s face. (35) “Don’t worry, Cora,” he finally said. (36) “The vase is just something I picked up in a second-hand shop. (37) I know you didn’t intend to break it. (38) Now, can you come by and run errands for me on Thursday?”

(39) “Yes,” was all Cora could say. (40) As she left, there was a loud singing in her heart.

(41) After the door closed, Mr. Lee looked at the vase. (42) It had been his grandmother’s, and he treasured it. (43) It was priceless. (44) Why hadn’t he admitted this to Cora? (45) Perhaps he had said nothing because his grandmother was the nicest person he had ever known. (46) Mr. Lee would never allow his grandmother’s lovely vase to hurt anyone.
Which of these sentences from the story is a compound sentence?

A  One afternoon after Mr. Lee left, Cora hurriedly began to do her chores.

B  The sudden ring startled Cora, and the vase fell from her hands.

C  A young man handed her a package for Mr. Lee and asked her to sign for it.

D  After Cora finished telling her story, Mr. Lee just stared at her.

The purpose of this story is

A  to explain how a blue vase is made.

B  to give information about a blue vase.

C  to persuade a person to buy a blue vase.

D  to entertain with a story about a blue vase.

Read this sentence from the second paragraph of the story.

She had never saw such beautiful things.

What is the correct way to write the underlined words in this sentence?

A  had never seen

B  had never see

C  have never saw

D  have never see
62 Read this sentence from the story.

It was a book he had ordered that was called Famous Vases.

What is the correct way to write the title of the book in this sentence?

A Famous vases  
B “Famous Vases”  
C Famous Vases  
D Leave as is.

63 Read this sentence from the story.

Cora remembered seeing this book mentioned in a magazine called hobbies for young and old alike.

What is the correct way to write the title of the magazine in this sentence?

A hobbies for Young and old Alike  
B Hobbies for Young and Old alike  
C Hobbies For Young and Old Alike  
D Hobbies for Young and Old Alike
The following is a rough draft of a student’s report. It contains errors.

**China Paper**

(1) Thousands of years ago, the Egyptians wrote on strips of papyrus reed that they tied together. (2) Other people tried writing on silk and bamboo. (3) Even clay and stones were sometimes used to write on. (4) None of these surfaces worked very well.

(5) In China a man named Cai Lun was asked to come up with a good recipe for making paper. (6) He tried one material after another. (7) Nothing seemed to work very well for him. (8) But he did not lose hope that he could make a flat surface that could be cut into sheets.
(9) After many tries, he came up with a combination he thought would work. (10) First, he tore up the bark of a mulberry tree. (11) Then, he put the little pieces into water to soak. (12) Next, bits of rag and lime were added. (13) Then, helpers pounded the mixture for days. (14) After that, Cai Lun dipped a cloth screen into the brown water. (15) He shook it back and forth until it was evenly covered in the brown water. (16) Then he had layed it in the sun. (17) Several hours later, Cai Lun held up the world’s first sheet of paper.
64 Read this sentence from the report.

Then he had layed it in the sun.

What is the correct way to write the underlined words to fit the verb tense of the paragraph?

A he lay  
B he laid  
C he had lay  
D he has laid

65 What ingredients did Cai Lun need to create the world’s first sheet of paper?

A Brown water, lime, pieces  
B Bark, rag, brown water  
C Bark, water, rag, lime  
D Bark, rag, lime, papyrus

66 To conclude this report, the student should include a paragraph that

A gives more details about Egyptians and papyrus.  
B summarizes the most important ideas from the earlier paragraphs.  
C adds facts and ideas that were not presented in other paragraphs.  
D presents ideas for other reports that could be written.

67 The purpose of this report is

A to entertain with a story about a Chinese paper maker.  
B to persuade people to buy paper made in China.  
C to give information about different kinds of paper.  
D to explain how paper was first made.
The following is a rough draft of a student’s letter. It contains errors.

Letter to Brianna

Dear Brianna,

(1) My name is Gilda, and I am a fourth grader at Hiram Fong Middle School. (2) It is a new school that just opened last year.

(3) I have two older brothers named Ramon and Pedro. (4) They are both pretty good brothers and we get along most of the time. (5) I have a Jack Russell terrier named Trish, who is very smart and knows how to do a lot of tricks.

(6) Now I will tell you something about myself. (7) My hobbies are playing baseball, swimming, and learning about animals. (8) I read a lot of books about animals because I hope to become a scientist who studys animals. (9) My favorite animal is the chimpanzee. (10) I think
it would be awesome to travel to faraway countries and maybe even
discover an animal species that has never been seen by humans before.

(11) Now it’s your turn to tell me about yourself, Brianna. (12) I am
curious to know what your hobbies are, what kind of music you listen
to, and what your family is like.

Your new friend,

Gilda
Which of these sentences from the letter is a compound sentence?

A. My name is Gilda, and I am a fourth grader at Hiram Fong Middle School.
B. It is a new school that just opened last year.
C. Now I will tell you something about myself.
D. My favorite animal is the chimpanzee.

Which of the following would be the best topic sentence for the second paragraph?

A. My teacher’s name is Ms. Kamara.
B. I think that dogs make the best pets.
C. First, I will tell you a little about my family.
D. Both of my brothers play on the soccer team.

Read this sentence from the letter.

Now it’s your turn to tell me about yourself, Brianna.

What is the correct way to write the underlined word in the sentence?

A. its
B. its’
C. i’ts
D. Leave as is.

Which word from the letter is not spelled correctly?

A. terrier
B. knows
C. studys
D. countries
The following is a rough draft of a student’s report. It contains errors.

**Fingerprints**

(1) Fingerprints are fascinating. (2) The little lines on your fingerprints are arranged in a pattern. (3) No two people have the same patterns. (4) Therefore, fingerprints are a good way of locating people.

(5) Fingerprints are taken of people who work in banks or for the government. (6) Many other businesses now ask for fingerprints before hiring people. (7) People who break laws are also fingerprinted. (8) Sometimes these people are put in jail.

(9) This is how fingerprints is taken. (10) Ink is spread on a smooth sheet of glass. (11) The fingertips are placed on the ink. (12) Then they are pressed onto a piece of paper. (13) People leave marks on everything they touch, even if the marks cannot be seen. (14) Police can sometimes find out who committed a crime by “dusting” for these marks.

(15) Special powder is gently brushed where the marks might be. (16) Sometimes the dust is picked up on tape. (17) Then a picture is taken. (18) These marks are checked against fingerprints that have been grouped by shape. (19) Because of these groups, a set of fingerprints can be found from among millions in just a few minutes.
Which sentence could best be added after sentence 3 to support the ideas in the first paragraph?

A. Taking fingerprints can be a very messy and difficult job.
B. Fingerprints are one thing that makes us different from everyone else.
C. If you hold something when you wear gloves, you won’t leave fingerprints.
D. Some people are fingerprinted so they can be recognized if they are in an accident.

Read this sentence from the report.

This is how fingerprints is taken.

What is the correct way to write the underlined words in this sentence?

A. are taken
B. is taked
C. is took
D. Leave as is.

Which word from the report is not spelled correctly?

A. arranged
B. businesses
C. comitted
D. powder

The student has found a magazine called Crimestoppers. Where should the student look to see if there are any articles on fingerprinting?

A. the title page
B. the table of contents
C. the list of writers’ names
D. the Letters to the Editor section
## California Summative Assessment
### Student Evaluation Chart

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<tr>
<th>Tested Skills</th>
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Informational Writing Prompt

You will have 15 minutes to plan, write, and proofread your response to this writing prompt.

Think of a place where you feel happy. Describe that place. Tell your readers what it looks like. Tell about the things that are there.

Plan

Before you write:

• Read the prompt carefully so you understand exactly what you are being asked to do.
• Consider your topic, task, and audience.
• Think about what you want to write.
• Use scratch paper to organize your thoughts. Use strategies like mapping or outlining.

Write

As you write:

• Maintain a clear and consistent point of view.
• Clearly tell a story that includes descriptive details. Include dialogue, if appropriate.
• Use a variety of well-constructed, complete sentences.
• Use a logical organization with an obvious beginning, middle, and end.

Proofread

After you write:

☐ Did you support your ideas with specific details?
☐ Do the point of view and tone of the story remain consistent?
☐ Check for capitalization, spelling, sentence structure, punctuation, and usage errors.
Narrative Writing Prompt

You will have 15 minutes to plan, write, and proofread your response to this writing prompt.

Think of something you did that made you feel good about yourself. Maybe you studied hard for a test and got a good grade. Maybe you did well in a sport or a game you like to play. Tell your readers what you did. Explain how it made you feel.

Plan

Before you write:
• Read the prompt carefully so you understand exactly what you are being asked to do.
• Consider your topic, task, and audience.
• Think about what you want to write.
• Use scratch paper to organize your thoughts. Use strategies like mapping or outlining.

Write

As you write:
• Maintain a clear and consistent point of view.
• Clearly tell a story that includes descriptive details. Include dialogue, if appropriate.
• Use a variety of well-constructed, complete sentences.
• Use a logical organization with an obvious beginning, middle, and end.

Proofread

After you write:
☐ Did you support your ideas with specific details?
☐ Do the point of view and tone of the story remain consistent?
☐ Check for capitalization, spelling, sentence structure, punctuation, and usage errors.
## Writing Rubric for California Standards Tests

### The Writing:
- clearly addresses all parts of the writing task.
- demonstrates a clear understanding of purpose and audience.
- maintains a consistent point of view, focus, and organizational structure, including the effective use of transitions.
- includes a clearly presented central idea with relevant facts, details, and/or explanations.
- includes a variety of sentence types.
- contains few, if any, errors in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors do not interfere with the reader’s understanding of the writing.

### Fictional or Autobiographical Narrative:
- provides a thoroughly developed plot line, including major and minor characters and a definite setting.
- includes appropriate strategies (e.g., dialogue; suspense; narrative action).

### Response to Literature:
- develops interpretations that demonstrate a thoughtful, comprehensive grasp of the text.
- organizes accurate and coherent interpretations around clear ideas, premises, or images from the literary work.
- provides specific textual examples and details to support the interpretations.

### Persuasion:
- authoritatively defends a position with precise and relevant evidence and convincingly addresses the reader’s concerns, biases, and expectations.

### Summary:
- is characterized by paraphrasing of the main idea(s) and significant details.

### The Writing:
- addresses all parts of the writing task.
- demonstrates a general understanding of purpose and audience.
- maintains a mostly consistent point of view, focus, and organizational structure, including the effective use of some transitions.
- presents a central idea with mostly relevant facts, details, and/or explanations.
- includes a variety of sentence types.
- contains some errors in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors do not interfere with the reader’s understanding of the writing.

### Fictional or Autobiographical Narrative:
- provides an adequately developed plot line, including major and minor characters and a definite setting.
- includes appropriate strategies (e.g., dialogue; suspense; narrative action).

### Response to Literature:
- develops interpretations that demonstrate a comprehensive grasp of the text.
- organizes accurate and reasonably coherent interpretations around clear ideas, premises, or images from the literary work.
- provides textual examples and details to support the interpretations.

### Persuasion:
- generally defends a position with relevant evidence and addresses the reader’s concerns, biases, and expectations.

### Summary:
- is characterized by paraphrasing of the main idea(s) and significant details.
The Writing:
• addresses only parts of the writing task.
• demonstrates little understanding of purpose and audience.
• maintains an inconsistent point of view, focus, and/or organizational structure, which may include ineffective or awkward transitions that do not unify important ideas.
• suggests a central idea with limited facts, details, and/or explanations.
• includes little variety in sentence types.
• contains several errors in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors may interfere with the reader’s understanding of the writing.

Fictional or Autobiographical Narrative:
• provides a minimally developed plot line, including characters and a setting.
• attempts to use strategies but with minimal effectiveness (e.g., dialogue; suspense; narrative action).

Response to Literature:
• develops interpretations that demonstrate a limited grasp of the text.
• includes interpretations that lack accuracy or coherence as related to ideas, premises, or images from the literary work.
• provides few, if any, textual examples and details to support the interpretations.

Summary:
• is characterized by substantial copying of key phrases and minimal paraphrasing.

The Writing:
• addresses only one part of the writing task.
• demonstrates no understanding of purpose and audience.
• lacks a point of view, focus, organizational structure, and transitions that unify important ideas.
• lacks a central idea but may contain marginally related facts, details, and/or explanations.
• includes no sentence variety.
• contains serious errors in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors interfere with the reader’s understanding of the writing.

Fictional or Autobiographical Narrative:
• lacks a developed plot line.
• fails to use strategies (e.g., dialogue; suspense; narrative action).

Response to Literature:
• demonstrates little grasp of the text.
• lacks an interpretation or may be a simple retelling of the passage.
• lacks textual examples and details.

Persuasion:
• fails to defend a position with any evidence and fails to address the reader’s concerns, biases, and expectations.

Summary:
• is characterized by substantial copying of indiscriminately selected phrases or sentences.
Sample Answers

Informational

4 I feel happy in my grandma’s kitchen. It is bright and sunny. It has a big, round table and big, soft chairs. The walls are painted yellow. There are pictures of flowers on the walls. There is a big window above the sink and another big window by the table. The sun comes in and lights up the room.

3 I feel happy at my grandma’s house. I like to sit in her kitchen. Her kitchen is bright. It is sunny. I like to sit at the table. It is round. The chairs are soft. I like to look out the window by the table when it is sunny.

2 I like my grandma’s house. I like her kitchen. It is bright. It is sunny. It has a round table. It has soft chairs.

1 My grandmas house is nice. I like it there. I like the kitchen. I like to sit at the table in her kitchen.

Narrative

4 I got an award for good citizenship. I worked hard to earn the award. I worked as a crossing guard at school. I also helped the younger kids in the gym. I felt proud when I got my award. I felt proud because I knew I had done things to help other people who needed it.

3 I am a good citizen. I got an award. I got an award because I helped people. It made me feel proud.

2 I got an award. I am a good citizen. I like being a good citizen. I liked getting the award.

1 I got an award. It was nice. I am a good citizen. That is a good thing to do.
<table>
<thead>
<tr>
<th>Item</th>
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</thead>
<tbody>
<tr>
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### Reading/Language Arts

#### California Standards

**Grade 4**

#### Reading

**1.0 Word Analysis, Fluency, and Systematic Vocabulary Development**

Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

**Word Recognition**

**1.1** Read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression.

**Vocabulary and Concept Development**

**1.2** Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.

**1.3** Use knowledge of root words to determine the meaning of unknown words within a passage.

**1.4** Know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., international).

**1.5** Use a thesaurus to determine related words and concepts.

**1.6** Distinguish and interpret words with multiple meanings.

#### Reading Comprehension

Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information).

**Structural Features of Informational Materials**

**2.1** Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension.

**Comprehension and Analysis of Grade-Level-Appropriate Text**

**2.2** Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment).

**2.3** Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues.

**2.4** Evaluate new information and hypotheses by testing them against known information and ideas.

**2.5** Compare and contrast information on the same topic after reading several passages or articles.

**2.6** Distinguish between cause and effect and between fact and opinion in expository text.

**2.7** Follow multiple-step instructions in a basic technical manual (e.g., how to use computer commands or video games).
### 3.0 Literary Response and Analysis
Students read and respond to a wide variety of significant works of children’s literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters). The selections in Recommended Literature, Kindergarten Through Grade Twelve illustrate the quality and complexity of the materials to be read by students.

#### Structural Features of Literature
- **3.1** Describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales.

#### Narrative Analysis of Grade-Level-Appropriate Text
- **3.2** Identify the main events of the plot, their causes, and the influence of each event on future actions.
- **3.3** Use knowledge of the situation and setting and of a character’s traits and motivations to determine the causes for that character’s actions.
- **3.4** Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales).
- **3.5** Define figurative language (e.g., simile, metaphor, hyperbole, personification) and identify its use in literary works.

### WRITING

#### 1.0 Writing Strategies
Students write clear, coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).

#### Organization and Focus
- **1.1** Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.
- **1.2** Create multiple-paragraph compositions:
  - a. Provide an introductory paragraph.
  - b. Establish and support a central idea with a topic sentence at or near the beginning of the first paragraph.
  - c. Include supporting paragraphs with simple facts, details, and explanations.
  - d. Conclude with a paragraph that summarizes the points.
  - e. Use correct indentation.
- **1.3** Use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, posing and answering a question).

#### Penmanship
- **1.4** Write fluidly and legibly in cursive or joined italic.

#### Research and Technology
- **1.5** Quote or paraphrase information sources, citing them appropriately.
- **1.6** Locate information in reference texts by using organizational features (e.g., prefaces, appendixes).
- **1.7** Use various reference materials (e.g., dictionary, thesaurus, card catalog, encyclopedia, online information) as an aid to writing.
- **1.8** Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.
- **1.9** Demonstrate basic keyboarding skills and familiarity with computer terminology (e.g., cursor, software, memory, disk drive, hard drive).
**Evaluation and Revision**

1.10 Edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.

**2.0 Writing Applications (Genres and Their Characteristics)**

Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.

**Using the writing strategies of grade four outlined in Writing Standard 1.0, students:**

<table>
<thead>
<tr>
<th>2.1 Write narratives:</th>
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<tbody>
<tr>
<td>a. Relate ideas, observations, or recollections of an event or experience.</td>
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<tr>
<td>b. Provide a context to enable the reader to imagine the world of the event or experience.</td>
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<tr>
<td>c. Use concrete sensory details.</td>
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<td>d. Provide insight into why the selected event or experience is memorable.</td>
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<table>
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<th>2.2 Write responses to literature:</th>
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<tr>
<td>a. Demonstrate an understanding of the literary work.</td>
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<td>b. Support judgments through references to both the text and prior knowledge.</td>
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<th>2.3 Write information reports:</th>
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<tr>
<td>a. Frame a central question about an issue or situation.</td>
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<td>b. Include facts and details for focus.</td>
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<tr>
<td>c. Draw from more than one source of information (e.g., speakers, books, newspapers, other media sources).</td>
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| 2.4 Write summaries that contain the main ideas of the reading selection and the most significant details. |

**WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS**

**1.0 Written and Oral English Language Conventions**

Students write and speak with a command of standard English conventions appropriate to this grade level.

**Sentence Structure**

<table>
<thead>
<tr>
<th>1.1 Use simple and compound sentences in writing and speaking.</th>
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<td>1.2 Combine short, related sentences with appositives, participial phrases, adjectives, adverbs, and prepositional phrases.</td>
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**Grammar**

| 1.3 Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking. |

**Punctuation**

| 1.4 Use parentheses, commas in direct quotations, and apostrophes in the possessive case of nouns and in contractions. |
| 1.5 Use underlining, quotation marks, or italics to identify titles of documents. |

**Capitalization**

| 1.6 Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate. |

**Spelling**

<p>| 1.7 Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions. |</p>
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**SUMMATIVE TEST**

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