

Fourth Grade Reading Summative Assessment
Written On November 11, 2012 by Jo Lein

When 11-year-old Skate Tate comes home from school, she finds that her Great-Uncle Mort, whose nickname is GUM, has come for a visit. Read the story to learn more about GUM's visit with Skate and her family. Then answer the questions that follow.

from UNITED STATES of AMERICA by Paula Danziger

- 1 Opening the front door to my house, I call out, "Mom. I'm home."
2 She calls back, "In the kitchen. Hurry up. I have a surprise for you."
3 I rush into the kitchen, wondering what the surprise is.
4 Maybe she's made my favorite dessert, chocolate cheesecake.
5 I enter the kitchen.
6 It's not chocolate cheesecake.
7 It's even better.
8 In the chair, across from my mom, is one of my favorite people in the whole entire world.
9 I say what I always say when I see him sitting down, "Watch out, there's GUM on the chair."
10 "Okay kiddo. Skate on over here." He says what he always says when he first sees me. "Give your old Great-Uncle Mort a big hug."
11 Then I rush over to him.
12 I say, "You're not so old. If you were, we'd have to call you O'GUM . . . and we don't."
13 I look at GUM.
14 He's fifty-seven years old . . . that's not old-old . . . not ancient old. He was twenty years old when my dad, his nephew, was born.
15 I hug him and ask at the same time, "When did you get here? How long are you staying? Where are you going next? Do you think you can stay here for a while?"
16 He laughs. "Slow down . . . enough questions for a minute . . . and you forgot an important one . . . one that you always asked first, when you were little."
17 I grin at him.
18 "Ask." He grins back.
19 I know which question he is talking about but now that I am older, I don't ask this anymore even though I do think it.
20 "Ask," he says. "It's okay."
21 I look at my mother, who taught us not to ask.
22 She grins, shrugs, and says, "With GUM, the rules are different. You can ask."
23 "What did you bring me? What did you bring me?" I clap my hands and jump up and down. "What did you bring me?"

24 Once I start asking, it's hard to stop.

25 GUM goes over to a suitcase, opens it up, and pulls out a large package with my name
on it. "Gifts from India."

26 The package is filled with lots of smaller packages.

27 I open one.

28 Paper . . . it's absolutely amazing. It looks like there are things in it. I touch it, smile,
and think about how I'm going to use it in my artwork.

29 "It's all handmade," GUM tells me. "I visited the factory. They add things like
flowers, onion skin, garlic, and fabric."

30 I open a bag filled with squares of fabric . . . silks and suedes and beautiful patterns.
"Oh, GUM . . . this is wonderful! I love it. Thank you."

31 "I thought you could use it in your scrapbooks," GUM says.

32 I smile at him. I'm smiling so much that it feels like my face is going to break.

33 GUM is always interested in my artwork.

34 I remember when I was in second grade and making Popsicle stick log cabins.

35 GUM and I must have eaten a gazillion pops until we realized that craft stores sold
the sticks without the ices.

36 My Popsicle stick village was very colorful.

37 I open another package.

38 "Oh, GUM . . . these are beautiful. What are they?"

39 "They're called bindis." He explains, "Indian women wear them on their foreheads."

40 Bindis . . . tiny little dots and other shapes . . . all different kinds . . . material, jewels,
plastic, a mixture of all three . . . I just love them.

41 I open another package . . . bracelets . . . large and small.

42 I hold up one of the tiny ones. "Too large for a ring . . . too small for a bracelet."

43 GUM and I look at each other and say at the same time, "Picture frames."

44 I pass them over to my mom to look at and she says, "GUM gave some to me, too.
I'm going to use them as napkin rings."

45 Another package to open . . . and it's beautiful material.

46 GUM says, "It's an Indian sari, a dress."

47 "Who's sari now?" My mom sings an old song that she likes, "Who's Sorry Now."

48 GUM and I groan and cover our ears.

49 GUM grins at me. "The D.F. not only has the family habit of punning . . . she has the
family habit of not being able to sing on key."

50 GUM calls Mom The D.F., the Delicate Flower, because she doesn't like to rough it,
to camp out when we travel.

51 I open the last package.

52 Art books from India . . . the work is so beautiful.

53 I just keep smiling at GUM, who keeps smiling back.

54 I am so happy.

55 Even if GUM had arrived with no gifts, I would still be so happy.

56 Being with GUM is the best gift of all.

United States of America by Paula Danziger. Copyright © 2002 by Paula Danziger. Reprinted by permission of Scholastic Inc.

1. In the story, how do readers first discover that GUM is special to Skate? **(4.2)**

- A. Skate is happy that GUM thinks about her artwork.
- B. Skate is proud of a log cabin she builds with GUM.
- C. Skate is more excited about opening her presents than she is about visiting GUM.
- D. Skate is more excited about seeing GUM than she is about eating her favorite dessert.

2. In the story, which gift does Skate open first? **(3.1)**

- A. an art book
- B. a new dress
- C. small bracelets
- D. handmade paper

3. Based on the story, what does Skate most enjoy doing in her free time? **(3.2)**

- A. baking
- B. reading
- C. taking pictures
- D. making scrapbooks

4. Read the sentence from paragraph 32 in the box below. **(4.3)**

I'm smiling so much that it feels like my face is going to break.

What does the sentence mostly show about Skate?

- A. She is so happy that she cannot stop smiling.
- B. She is so happy that she cannot feel anything.
- C. She does not want others to know she is hurt.
- D. She does not know why she is smiling so much.

5. How are lines 34–36 different from the rest of the story? **(3.4)**

- A. They teach a lesson.
- B. They solve a problem.
- C. They describe a memory.
- D. They introduce a character.

6. Which of the following is an antonym of “amazing”? (1.3)

- A. Incredible
- B. Awful
- C. Disgusting
- D. Awesome

7. Based on the story, how does GUM show that he cares for Skate? (3.3)

In 1848, James Marshall made an important discovery. Read the selection to find out more about his discovery and answer the questions that follow.

GOLD FEVER! by Peter and Connie Roop

- 1 It was January 24, 1848. The sun rose over the California hills. James Marshall was up at dawn. He had to work on a new sawmill.
- 2 Looking into a hole in the ground by the sawmill, he saw a yellow rock. It was about the size and shape of a pea. Marshall picked up the shiny pebble and made history.
- 3 The rock was gold! James Marshall put the rock in his hat. He ran to show the other men working on the mill.
- 4 Captain John Sutter and James Marshall owned the sawmill where Marshall had been digging. Captain Sutter told Marshall to keep his discovery a secret. But, somehow, news of the gold spread quickly.
- 5 First tens, then hundreds, then thousands of people rushed to California. They all came to strike it rich finding gold!
- 6 For many years, California had been part of Mexico. By 1848, California was owned by the United States. But it was not a state. Only about 2,000 Americans lived in California at this time.
- 7 By 1849, things had changed. People from all around the world were excited about the gold. Farmers stopped digging in their fields. They went to California to dig for gold. Teachers quit teaching. Bakers stopped baking. Sailors jumped off their ships. Shopkeepers closed their stores. Families packed and left their homes.



Sutter's Mill, California



8 They all had gold fever!

9 The only cure for gold fever was to get to California. This rush of folks to find gold was the largest gold rush ever in the United States. The people who came in 1849 were called "forty-niners." So many people came that California became the thirty-first state on September 9, 1850. James Marshall's discovery of gold did indeed change history.

“Gold Fever!” by Peter and Connie Roop, from California Gold Rush. Text copyright © 2002 by Peter and Connie Roop. Reprinted by permission of Scholastic Inc. Photograph copyright © 2005 by California State Parks.

8. In paragraph 2, what is the most likely reason the rock is compared to a pea? **(3.4)**

- A. to show that it was dirty
- B. to show that it was small
- C. to show that it was smooth
- D. to show that it was colorful

9. Read the sentence from paragraph 2 in the box below. **(4.3)**

Marshall picked up the shiny pebble and made history.

Based on the selection, which of the following best describes how picking up the pebble “made history”?

- A. It taught the world how to find gold.
- B. It proved the importance of sawmills.
- C. It caused the building of new sawmills.
- D. It led to the beginning of the gold rush.

10. What is the most likely reason the map of the United States is included in the selection? **(5.1)**

- A. to show where California is
- B. to show how old California is
- C. to show where the major rivers are in California
- D. to show where the gold fields are located in the state

11. Based on the selection, people were said to have “gold fever” when they **(3.3)**

- A. paid for doctors using gold.
- B. found large amounts of gold.
- C. became ill while searching for gold.
- D. were able to think only about finding gold.

12. Based upon the roots of the words, what does the word “sawmill” mean **(1.2)**

- A. A place where people saw and mill the remaining sawdust
- B. A place where logs are cut into boards with saws
- C. A new type of equipment to cut wood
- D. A place where spices are milled

Read this folktale and answer the questions that follow.

The Billy Goat and the Vegetable Garden retold by Lucía M. González

1 Once there was a very old woman and a very old man who lived on a farm. They shared a vegetable garden in which they grew tomatoes, lettuce, peppers, potatoes, beans, and plantains. They spent hours working in their garden and planning all the delicious dishes they were going to make with their vegetables.

2 One morning, a billy goat came into their garden and began eating up all the vegetables.

3 "Look!" cried the little old woman. "That billy goat is going to eat up everything in our garden. What shall we do?"

4 "Don't worry," said the little old man. "I can make him go away if I speak to him very, very nicely."

5 So he went down to the field where the billy goat was eating and he patted it on its back. "Buenos dias*, Señor Billy Goat," he said. "Good morning. Please do not eat up our garden. You are so young and strong, and we are so old and weak. Surely you can find food somewhere else. Please go away."

6 But before the old man finished talking, the rude Señor Billy Goat's legs swung up in the air and his head bent low. Then he turned and charged at the old man with his horns!



7 "¡Ay, Mujer!* ¡Mujer!" the old man cried out to his wife, running up the hill as fast as he could. "Open the door, please! The billy goat is after me!"

8 The little old man ran inside the house, shut the door, and began to cry. . . .

9 Then suddenly, something tickled the little old man's ear. He shook his head to get rid of it and, as he did, down dropped a little red ant.

10 "I have come to help you," said the little ant. "I can make Señor Billy Goat go away from your garden."

11 "You?" cried the little old woman. "You are so small, what can you do? How can you help us?"

12 "Just watch me," said the ant. "You are being too nice to that bully. I can speak to him in the only language he understands."

13 And with that, the little ant crawled out of the house, through the field, and over to the billy goat. The goat didn't even see the little ant as he crawled up his hind leg, across his back, straight up to his ear — and stung him!

14 "¡Ay!" cried the billy goat.

15 The little ant now crawled to the other ear and stung him.

16 "¡Ay!" cried the billy goat again.



17 Then the little ant crawled up his back and down again — stinging him all over as he crawled along!

18 "¡Ay, ay, ay, ay, ay!" the billy goat cried. "I have stepped in an anthill! If I don't get out of this garden at once, these ants will eat me alive!"

19 Quickly, he jumped up into the air and ran out of the garden as fast as he could.

20 The little old man and the little old woman gave many thanks to that brave and clever little red ant for saving their vegetable garden, and they always made sure he had plenty to eat. They spent many hours that fall harvesting their beautiful ripe vegetables and talking about the delicious dishes they were going to prepare.

21 And what about that billy goat? Well, for all anyone knows, he hasn't gone near that vegetable garden to this very day!

* Mujer — wife

*Buenos Dias – good day or good morning

"The Billy Goat and the Vegetable Garden" retold by Lucía M. González, from *Señor Cat's Romance and Other Favorite Stories from Latin America*. Text copyright © 1997 by Lucía M. González. Illustrations copyright © 1997 by Lulu Delacre. Reprinted by permission of Scholastic Inc.

13. Based on paragraphs 7 and 8, what is the most likely reason the old man is crying? (3.2)

- A. He is tired of his garden.
- B. He is angry with his wife.
- C. He is upset about the goat.
- D. He is worried about the ant.

14. In the folktale, why does the billy goat think he has stepped in an anthill? (3.4)

- A. He sees bugs crawling on him.
- B. He has been stung many times.
- C. He gets his foot stuck in a hole.
- D. He has been warned about insects.

15. What is the main problem in the folktale? (4.2)

- A. An ant is tricking a billy goat.
- B. A billy goat is chasing an old man.
- C. An old woman is worried about a goat.
- D. A goat is eating the vegetables in a garden.

16. Based on the folktale, which statement would the old man and woman most likely agree with? (4.2)

- A. Many animals are helpful in a garden.
- B. Food tastes best when shared with others.
- C. Small friends can help solve big problems.
- D. Kindness can be used to solve any problem.

17. Based on the folktale, how does the ant show that he is clever? (3.2)

When 12-year-old Milton Daub sees snow falling outside the window of his New York home, he has no idea that he is living through a historic storm. The Snow Walker is based on real events from the blizzard of 1888, one of the worst snowstorms in United States history. Read the story to find out what Milton does during the storm and answer the questions that follow.

[Internet Editor's Note: The horizontal gray bars below represent page breaks in the printed document.]

from **The Snow Walker**
by Margaret K. and Charles M. Wetterer
Monday, March 12, 1888

1 Crack! The sound jolted Milton awake. A howling wind rattled the window. Milton jumped out of bed and pushed aside the curtains. A smile lit his face. Snow! Snow was everywhere. He saw that a giant branch had broken from the maple tree. Now wind was tossing it crazily across the yard.

2 Quickly Milton pulled on his school clothes and ran downstairs. Snow covered all the windows. The hall and parlor were dark. Back in the kitchen, Mama had lit the kerosene lamp. Everyone was eating breakfast, even baby Jerome in his high chair.

3 "Mama! Why didn't you call me?" Milton asked. "It's after 7:30. I'll be late for school."

4 "No school today," his mother replied. "There's a wall of snow blocking the front door."

5 "We'll all stay home," said his father. "It's dangerous out in that storm."

6 "We have plenty of food," Mama said, checking the icebox. "But I do wish we had more milk."

7 "I'll go and buy some," Milton offered.

8 "Don't be foolish, Milton!" his father exclaimed. "The drifts¹ are already climbing to the second story. You would be buried out there."

9 "I could go on snowshoes," Milton insisted.

10 "And where are you going to get snowshoes?" his father asked.

11 "We could make some," Milton replied. "At school, we've been studying the Alaska Territory. There are pictures of snowshoes in my geography book. I bet we could make a pair. Could we try, Papa? Please?"

12 His father laughed. "All right, son. Eat your oatmeal," he said. "Then we'll try to

make you some
snowshoes."

After
breakfast, Milton
and his father set
to work. They
used wooden
barrel hoops,
thin slats, wire,
heavy cord, and
the bottom of
an old pair of
roller skates with
the wheels off.

18. In the story, what causes Milton to wake up? **(3.1)**

- A. He hears a loud noise outside.
- B. He smells his breakfast cooking.
- C. He remembers he has to go to school.
- D. He feels cold because of the storm outside.

19. Read the sentence from paragraph 4 in the box below. **(4.3)**

“There’s a wall of snow blocking the front door.”

The description “wall of snow” shows

- A. how wet the snow is.
- B. how cold the snow is.
- C. how deep the snow is.
- D. how white the snow is.

20. According to the story, how does Milton come up with the idea to make snowshoes? **(3.1)**

- A. He hears about them from his family.
- B. He copies an example from friends.
- C. He remembers a lesson from class.
- D. He sees a pair in the store window.

21. In paragraph 15, why does Milton walk up and down the snowdrift outside his house? **(3.2)**

- A. to keep himself warm in the snow
- B. to make sure the snowshoes are safe
- C. to make a path to follow in the snow
- D. to show how much he likes the snowshoes

22. In paragraph 24, what is the most likely reason the woman insists on paying Milton a quarter for the milk? **(4.2)**

- A. She is thankful for Milton’s help.
- B. She is unhappy with regular milk.
- C. She is excited about the snowstorm.
- D. She is unsure how much Mr. Ash’s milk costs.

23. At the end of the story, why is Milton surprised to learn that he has been outside for nearly two hours? **(3.4)**

- A. He is too tired to think about time.
- B. He is too young to know how to tell time.

- C. He is so busy he does not notice time passing.
- D. He is so worried he does not notice time passing.

24. Which of the following events from the story does Milton imagine? (3.4)

- A. He sells a case of milk to his neighbors.
- B. He notices a sign blown down in the wind.
- C. He rides a dogsled through the neighborhood.
- D. He stays home from school because of the snow.

25. Based on the story, explain how the storm makes it difficult for Milton to get milk for his family. Support your answer with important details from the story. (3.3)

26. Based upon the context of paragraph 8, what does the word **drift** mean?

- a. A pile of snow
- b. Large and fat snowflakes
- c. Rolling storm clouds
- d. A pile of leaves and grass

27. What is a synonym to the word “clung”?

- a. Stuck to or sticky
- b. Fall off
- c. Lint-like
- d. Let go

Bouncers Beware

A new report shows a jump in the number of bounce-house related injuries

November 26, 2012

By Cameron Keady with AP reporting



MARK DYBALL—ALAMY

The report advises bouncers to leave enough space in between one another to avoid collisions and accidents.

1 Beware of the bounce house! A new report, published online today in the scientific journal *Pediatrics*, says inflatable bounce houses can be dangerous. In recent years, the number of injuries from bouncing has skyrocketed. The report says that children should use extreme caution when playing on these devices.



ANDREW HOLT—ALAMY

For the safest play, children of similar age and size should bounce together.

From Bounce to Ouch

2 Over the past 15 years, the popularity of bounce houses at birthday parties, fairs and other events has grown. Unfortunately, so has the number of children who suffer injuries while playing in bounce houses. In 1995, fewer than 1,000 children visited the emergency room for bounce house accidents. In 2010 there were nearly 11,000 accidents. The study reports that each day in the United States, 30 children are treated in emergency rooms for sprains, cuts, concussions and broken bones from jumping on the inflatable devices. These reported injuries all occurred with children aged 17 and younger. More than a third of the injuries were with children younger than 5. “I was surprised by the number, especially by the rapid increase in the number of injuries,” said Dr. Gary Smith of Nationwide Children’s Hospital in Columbus, Ohio.

Playing It Safe

3 The American Academy of Pediatrics is an organization of children’s doctors. Earlier this year, the group spoke out against the use of trampolines at home. Bounce houses, also called moon jumps, are similar to trampolines and present many of the same hazards. On both devices, injuries can occur from rough play, doing flips, and colliding with other jumpers. Bounce houses run the risk of accidentally deflating from high winds. To avoid these risks, children should play with jumpers of a similar size and age. The number of people on the inflatable plaything should be limited, and a list of safety tips that are often included with bounce houses should be reviewed before use. In addition, Dr. Smith, in Ohio, says that it makes sense for kids younger than 6 years old to stay out of bounce houses, noting that the U.S. Consumer Product Safety Commission recommends that children under the age of 6 should not use full-size trampolines.

28. In paragraph 1, what does the word “skyrocketed” mean? **(1.1)**

- a. Injured
- b. Increased
- c. To rocket in the sky
- d. Decreased

29. Under what heading would we find more information on how to effectively play safely in a bounce house? **(5.1)**

- a. Bouncer’s beware
- b. In the caption of the photo
- c. From Bounce to Ouch
- d. Playing it Safe

30. Using the prefix “de” what do you think the word “deflating” means in paragraph 3? **(1.2)**

- a. Collapsing or losing air
- b. Deescalate
- c. To increase in size
- d. Getting smaller

31. According to **captions and illustrations**, what is one way to prevent injury in a bounce house? **(3.1)**

- a. Leave enough space between jumpers
- b. Jump with similar age and size children
- c. Review safety instructions before use
- d. Both A and B
- e. All of the above

Alignment Guide

Standard	Question Numbers	Percent of Test
		16%

1.1 Words in Context	12, 26, 28	9%
1.2 Affixes, Roots, and Stems	30	3%
1.3 Synonyms, Antonyms, and Homonyms	6	3%
		48%
3.1 Literal Understanding (prereading, predictions, questions, and basic comprehension)	2, 18, 20	9%
3.2 Inferences and Interpretation (including characters qualities and actions)	3, 13, 17, 23	12%
3.3 Summary and Generalization (main ideas, supporting ideas in text, graphic organizer)	7, 11, 22, 25	12%
3.4 Analysis and Evaluation (compare and contrast, fact and opinion, analyze)	5, 8, 14, 24	12%
		22%
4.2 Literary Elements (main plot events, cause and effect, author's purpose, theme, causes of character's actions, setting)	1, 15, 16, 22	12%
4.3 Figurative Language and Sound Devices	4, 9, 19	10%
		9%
5.1 Accessing Information	10, 29, 31	9%

Oklahoma C³ Standards and Objectives	Ideal Number of Items *	Ideal Percentage of Items **
Vocabulary	12	24%
Words in Context (1.1)	4	
Affixes, Roots, and Stems (1.2)	4	
Synonyms, Antonyms, and Homonyms (1.3)	4	
Comprehension/Critical Literacy	23	46%
Literal Understanding (3.1)	4	
Inferences and Interpretation (3.2)	6	
Summary and Generalization (3.3)	7	
Analysis and Evaluation (3.4)	6	
Literature	9	18%
Literary Elements (4.2)	5	
Figurative Language/Sound Devices (4.3)	4	
Research and Information	6	12%
Accessing Information (5.1)	6	