



State of Texas Assessments of Academic Readiness

GRADE 4
Reading

Paper Item Sampler

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

Fostering Positive Experiences

- 1 For many people, nothing compares to owning a pet. Animals give friendship and assistance to humans. They can even provide therapy. However, there is another way than ownership to care for animals. Serving as a foster family for an animal brings many benefits of pet ownership in a shorter time. It may be challenging, but the joys and educational value of fostering can be worth the effort.
- 2 Fostering offers the chance to meet, train, and play with animals. The time frame can last weeks or months. The focus is on quality time. Fostering lets us find out what animals like or dislike. How do they play? Which kind of treats do they want? Foster families have fun answering these questions. The animals can learn tricks. They can also learn good pet behaviors. The foster family learns about the animal's qualities.
- 3 Another good thing is that these future pets spend less time in animal shelters. Sometimes these places do not have the space or funds to make animals comfortable. Studies show that fostering helps pets to feel less stressed. A welcoming home for a few days can make a big difference for these furry friends. Fostering helps animals put their best paw forward when meeting adoptive families.
- 4 Pets can be expensive. Bills for food, grooming, and veterinarian visits add up. Fostering a pet is a cheaper way to do one's part to help animals. That is because some of the costs are paid or discounted by animal rescue organizations.
- 5 Some people may not want to take care of an animal for only a short time. Others may not be ready to let go of the bond they have made with their foster animal when it is adopted. These are reasonable concerns. Still, these challenges can be part of learning about how to help animals find happy homes and better lives.
- 6 Fostering animals is a way of volunteering. It plays a part in improving how we treat animals. Rescue groups and shelters rely on foster families to help the animals in their care. These organizations give support to those caring for the pets. The animals are paired with families that will be a good fit.

Foster opportunities are available in cities and towns all across Texas. When fostering works, more animals find happy homes. Another result is that fewer people go to irresponsible pet breeders and sellers to find a pet.

- 7 Fostering a dog or cat may not be for everyone. One thing is for certain, though. It can be good for pets and people. It includes some work but also a lot of fun. For future pet owners, fostering an animal can help with choosing the best pet for them. Caring for these fuzzy friends for a short time can have long-lasting benefits for the animals. It is also good for the people who take care of them and for the community as a whole.

1 Read the information in paragraphs 1 and 2.

Which sentences emphasize that responsibilities are part of fostering a pet?

Select only **TWO** correct answers.

- 1 Ⓐ For many people, nothing compares to owning a pet.
Animals give friendship and assistance to humans. They can even provide therapy. However, there is another way than ownership to care for animals. Serving as a foster family for an animal brings many benefits of pet ownership in a shorter time. Ⓑ It may be challenging, but the joys and educational value of fostering can be worth the effort.
- 2 Fostering offers the chance to meet, train, and play with animals. The time frame can last weeks or months. Ⓒ The focus is on quality time. Fostering lets us find out what animals like or dislike. Ⓓ How do they play? Which kind of treats do they want? Foster families have fun answering these questions. The animals can learn tricks. Ⓔ They can also learn good pet behaviors. The foster family learns about the animal's qualities.

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

Part A

Which statement expresses an idea about society found in the article?

- Ⓐ Fostering animals is a way to contribute to making a better community.
- Ⓑ Animal shelters help communities by offering pets for adoption.
- Ⓒ Animal shelters are an important community service offered to find every animal a home.
- Ⓓ Fostering keeps communities safe by moving animals off the streets into healthy homes.

Part B

Which sentence from the article best supports the answer to Part A?

- Ⓐ *Sometimes these places do not have the space or funds to make animals comfortable. (paragraph 3)*
- Ⓑ *That is because some of the costs are paid or discounted by animal rescue organizations. (paragraph 4)*
- Ⓒ *It plays a part in improving how we treat animals. (paragraph 6)*
- Ⓓ *It is also good for the people who take care of them and for the community as a whole. (paragraph 7)*

3 What are the most likely reasons that the author includes paragraph 6?

Select **TWO** correct answers.

- To explain that foster families work closely with breeders
- To explain the role of rescue organizations in fostering
- To explain that fostering helps a large number of animals
- To explain that people can find pets in many different ways
- To explain the difference between fostering and volunteering

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

The Spelling Test

Characters

NARRATOR

HERBIE JONES

MISS PINKHAM

MR. JONES

OLIVIA JONES

ANNABELLE LOUISA HODGEKISS

- 1 *[Settings: Miss Pinkham's third-grade classroom; Herbie's house.]*
- 2 *[Time: One week in March.]*
- 3 **MISS PINKHAM:** As a special bonus this week, I have a challenge for the whole class. If you can learn to spell your name, address, town, state, and zip code correctly, I will mail you a postcard saying congratulations.
- 4 **HERBIE:** Hmmmmmm, I know I usually don't study my spelling words, but . . . gee, that postcard would be good news for Dad to find in the mail.
- 5 **NARRATOR:** Herbie's dad works the night shift at an airplane factory, and the first thing he does when he gets up around 2:00 p.m. is look in the mailbox.
- 6 **HERBIE:** I can hear him now . . .
- 7 **MR. JONES:** Bills! Bills! Bills! There's nothing but bills!
- 8 **HERBIE:** I can do something about that.
- 9 **NARRATOR:** As soon as Herbie got home that afternoon, he practiced writing his spelling words on the dusty coffee table. His sister Olivia was shocked.
- 10 **OLIVIA:** What are you doing?
- 11 **HERBIE:** Studying.
- 12 **OLIVIA:** Studying? Since when?

- 13 **HERBIE:** Since I got my spelling list. How do you study spelling?
- 14 **OLIVIA:** You're asking my advice about something?
- 15 **HERBIE:** Well, you do make better grades than I do.
- 16 **OLIVIA:** Well, Herbie, I write the words down. . . .
- 17 **HERBIE:** Yeah?
- 18 **OLIVIA:** . . . and I say them to myself. That's about it.
No biggie.
- 19 **HERBIE:** What if you have a tough word like "taught?" I keep getting the *a* and *u* mixed up, and I never remember which one comes first. The same thing happens with the *o* and *u* in "pound."
- 20 **OLIVIA:** Oh! In that case you think of something like APES USE RADISHES for the a-u-r in taught, and OH UNICORN for the o-u in pound.
- 21 **HERBIE:** APES USE RADISHES! OH UNICORN! Why didn't I think of that?
- 22 **NARRATOR:** That week, Herbie carried his spelling list with him wherever he went. He practiced writing his words on paper, on frosty car windows, on his mother's meatloaf—before it went in the oven—and in the gravel on the school playground. At 11:00 a.m. on Friday, Miss Pinkham passed out the white lined paper.
- 23 **MISS PINKHAM:** Put your name and date on the first highway.
- 24 **NARRATOR:** Miss Pinkham always referred to the blue lines on the paper as highways. When Annabelle Louisa Hodgekiss finished writing her name and the date neatly, she sat back in her chair.
- 25 **ANNABELLE:** I didn't even have to study—these words are a cinch.
- 26 **MISS PINKHAM:** Boys and girls, those of you who want to try for the spelling bonus may do so now. Write your full name, address, town, state, and zip code.
- 27 **NARRATOR:** Very carefully, Herbie printed his street address. When he came to his zip code, Herbie was in trouble.

- 28 **HERBIE:** 0 . . . 6 . . . 7 . . . 9 . . . What is that last number of my zip code?
- 29 **MISS PINKHAM:** Pass your papers in, please.
- 30 **HERBIE:** What is that number?
- 31 **MISS PINKHAM:** Herbie! You are keeping the entire class.
- 32 **HERBIE:** 0 . . . 6 . . . 7 . . . 9 . . . ?
- 33 **MISS PINKHAM:** Herbie Jones, if you don't hand me your paper by the time I count to three . . .
- 34 **HERBIE:** THREE! That's it!
- 35 **NARRATOR:** Annabelle raised her hand.
- 36 **ANNABELLE:** Miss Pinkham, I can't wait to get my postcard in the mail tomorrow. Can't you tell us now who got one hundred percent?
- 37 **MISS PINKHAM:** Looking through this stack of papers, I wonder if anyone got one hundred percent.
- 38 **NARRATOR:** Saturday afternoon Herbie sat on his porch and waited. And watched . . . for the mail.
- 39 **HERBIE:** Is that him coming around the corner? It is! It's the mailman!
- 40 **NARRATOR:** Herbie raced into the house and grabbed a book off the coffee table. Mr. Jones, who had just shaved, walked toward the door. Herbie looked up and noticed he still had some soap around his ears.
- 41 **HERBIE:** Morning, Dad.
- 42 **MR. JONES:** Morning, Herbie. Nice to see you reading. Guess I better check on the mail. [*Starts to groan.*] Let's see, what's in this mess . . . Whistleman's Department Store, Occupant. HEY, HERBIE!
- 43 **HERBIE:** [*Hopeful.*] Yeah?
- 44 **MR. JONES:** You got a postcard. Your teacher said you were the only student to get a hundred percent on your spelling bonus.

- 45 **HERBIE:** YAHOO!
- 46 **MR. JONES:** That's the best news I've found in the mail in a long time.
- 47 **NARRATOR:** Monday morning right after the Pledge of Allegiance, Miss Pinkham asked . . .
- 48 **MISS PINKHAM:** Will the one person who received the ONLY postcard please rise?
- 49 **NARRATOR:** Everyone looked at Annabelle.
- 50 **ANNABELLE:** I . . . I forgot to capitalize Connecticut.
- 51 **ALL:** *Who* got the postcard?
- 52 **HERBIE:** [*Stands up and raises hand.*] Me.
- 53 **ALL:** HERBIE JONES?
- 54 **MISS PINKHAM:** Herbie's paper on Friday was outstanding. I think we should give him a big round of applause for his achievement.
- 55 **ALL:** [*Clap.*]

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

Part A

In lines 3 through 8, the details about Mr. Jones checking the mail support the key idea that —

- Ⓐ he looks forward to receiving the mail each day
- Ⓑ he feels annoyed by receiving unwanted mail
- Ⓒ he wants Herbie to check the mail every day
- Ⓓ he feels confident that the mailbox is empty

Part B

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

- Ⓐ Miss Pinkham explains how to receive a postcard.
- Ⓑ Mr. Jones checks the mailbox at 2:00 p.m. every day.
- Ⓒ Mr. Jones complains about receiving bills.
- Ⓓ Herbie decides he wants a postcard in the mail.

- 7 In lines 40 through 50, which line best expresses a theme of the play?
Select only **ONE** correct answer.

40 **NARRATOR:** Herbie raced into the house and grabbed a book off the coffee table. Mr. Jones, who had just shaved, walked toward the door. Herbie looked up and noticed he still had some soap around his ears.

41 **HERBIE:** Morning, Dad.

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48 **MISS PINKHAM:** Will the one person who received the ONLY postcard please rise?

49 **NARRATOR:** Everyone looked at Annabelle.

50 **ANNABELLE:** I . . . I forgot to capitalize Connecticut.

- 8** What are the most likely reasons the stage directions in lines 42 and 43 are included?

Select **TWO** correct answers.

- To make the play humorous
- To create suspense
- To show a new problem
- To introduce a new character
- To express the characters' feelings

- 9 Read the play “The Spelling Test.” Based on the information in the play, write a response to the following:

Explain how Herbie’s behavior changes and how this is developed by the playwright.

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

Remember to —

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

Manage your time carefully so that you can —

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

Record your response in the box provided.

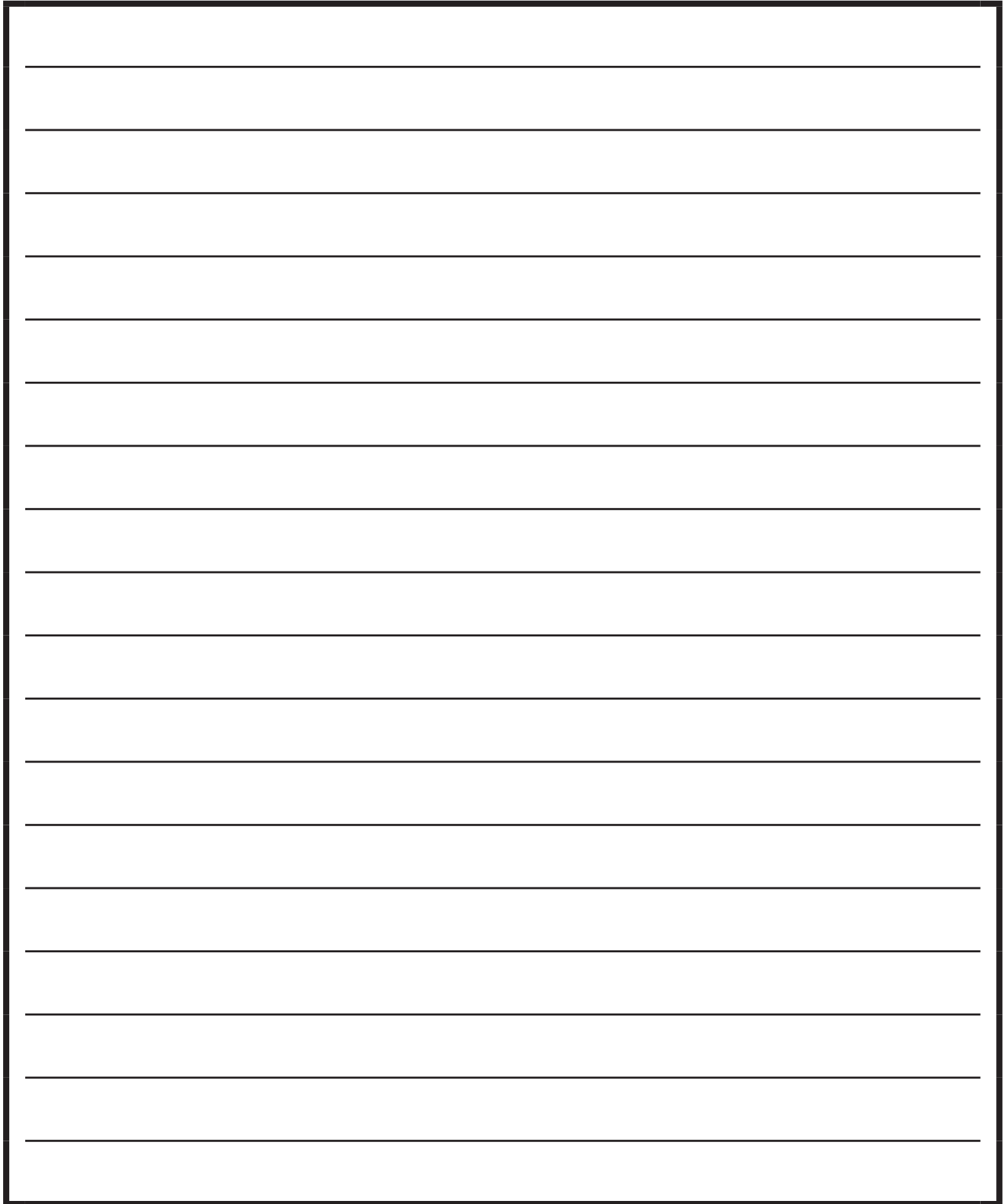
USE THIS PREWRITING PAGE TO
PLAN YOUR COMPOSITION.

MAKE SURE THAT YOU WRITE YOUR COMPOSITION ON
THE LINED PAGE IN THE TEST BOOKLET.

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Written Composition

A large rectangular box with a thick black border, containing 20 horizontal lines for writing. The lines are evenly spaced and extend across the width of the box.

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Julie wrote this paper after learning about a children's business fair. Read Julie's paper and look for revisions she needs to make. Then answer the questions that follow.

The Acton Children's Business Fair

(1) Rows of white tents cover a huge lawn at the Acton Children's Business Fair in Austin, Texas. (2) Children inside the tents talk greatly about topics like slime, magic tricks, and pet daycare. (3) Since 2007, children aged 6 to 14 have been rewarded for their ideas and creativity at this fair. (4) It is a place where children can sell things they make to others. (5) The fair is fun, and it can also be profitable.

(6) Jeff and Laura Sandefer worked to help start with the Acton Academy the first fair. (7) They invited neighborhood children to sell items they had made such as cupcakes and artwork. (8) While the event was small, it was fun and successful. (9) The goal was to give children a chance to participate in the business world. (10) They could make money doing something they loved. (11) The children enjoyed learning about business ownership.

(12) Today the Acton Children's Business Fair is much larger than the first fair. (13) However, it still has the same goals. (14) Children are required to be in charge of all parts of their businesses. (15) That means they must make their own products and services, and they must sell their own products and services. (16) Furthermore, they have to fill out their own application forms to participate. (17) They also have to set up their own booths.

(18) Although parents are allowed to attend the fair, they are not allowed to help sell products or services. (19) In fact, parents may not even answer questions from possible buyers. (20) This rule helps children learn how to communicate with customers. (21) They learn how to run a business by themselves.

(22) One successful business at a recent fair was called "Slimy Hannah." (23) At this booth, fourth grader Hannah Nguyen sold slime. (24) She made the slime by herself with no help from her parents. (25) Hannah worked hard to advertise her booth at the fair and on social media. (26) Hannah's hard work paid off. (27) She made more than \$400 in 3 hours.

(28) Over time the event has grown in popularity. (29) Lastly there are Acton Children's Business Fairs in cities across the country. (30) The fairs give many children hands-on experience running a business. (31) For some young people, the fairs may even lead to a career. (32) The Acton Children's Business Fairs help prepare children to be future business leaders.

Tyler is writing a paper about a famous Texas attraction. Read this paragraph from the beginning of Tyler's paper and look for corrections he needs to make. Then answer the questions that follow.

A Famous Canyon

(1) Last spring I visited a canyon in West Texas with Mom and Dad. (2) The palo duro canyon is large, so we explored it by horse. (3) At first I was nervous about riding a horse, but luckily Pepper seemed very gentle. (4) I soon relaxed and enjoyed my surroundings. (5) As we made our way up a hill, we passed rocky cliffs, patches of low cactus, and tall juniper trees. (6) At last Pepper's clopping feet came to a stop. (7) We had reached the canyon's top after the long ride! (8) Pepper stood still as I admired the view of the red canyon against the blue sky.

14 Tyler has made an error in sentence 2. Select the response that corrects the error.

The

<input type="radio"/> (A) Palo Duro Canyon
<input type="radio"/> (B) Palo Duro canyon
<input type="radio"/> (C) Palo duro canyon
<input type="radio"/> (D) palo duro Canyon

 is large, so we explored it by horse.

15 Tyler has made an error in sentence 6. Select the response that corrects this error.

At last Pepper's clopping feet

<input type="radio"/> (A) will come
<input type="radio"/> (B) came
<input type="radio"/> (C) coming
<input type="radio"/> (D) come

 to a stop.

**STAAR
GRADE 4
Reading
Paper Item Sampler**

