

Alabama Reading and Mathematics Test

Item Specifications

for

**Reading
Grade 4**



**Dr. Joseph B. Morton
State Superintendent of Education
Alabama State Department of Education
Montgomery, Alabama
Bulletin 2005, No. 83**

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ARMT GRADE 4 READING

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ARMT GRADE 4 READING

INTRODUCTION

This bulletin provides specific information about the *Alabama Reading and Mathematics Test* (ARMT). Educators representing each State Board of Education district as well as both city and county school systems served on committees to determine the content standards on which the ARMT is based. In addition, educators from throughout the state of Alabama served on committees to review the content of the tests, including selecting reading passages, reviewing specific test items, and determining achievement levels.

Teachers must be familiar with the information in this bulletin so that they may incorporate effective teaching of the reading content standards with classroom assessments. Using classroom assessments with similar test formats from time to time will help to enable students to demonstrate proficiency on the various content standards in reading.

Two item types are included in the ARMT. Multiple-choice and open-ended items assess student performance on the ARMT in reading. Multiple-choice items carry a point value of one, while open-ended items carry a point value of three. In this document, teachers will see sample reading selections and representative item types for reading.

| | |
|---|--|
| Content Standard | A statement of what students should know and be able to do by the end of the academic year |
| Item Type | Multiple-choice items, open-ended items |
| Additional Information | Further information about the test items for the content standard |
| Sample Items | A collection of item types for each content standard |
| Answer Key | Answers for multiple-choice items |
| Scoring Rubrics for Open-Ended Items | Scoring guide for open-ended items |

DEFINITION OF READING MATERIALS

Literary/recreational reading materials are generally read for pleasure, such as magazine articles, poetry, novels, and short stories.

Informational/textual reading materials are generally read for information, such as materials containing charts or graphs and materials found in encyclopedias, textbooks, lab manuals, essays, and news magazines.

Functional reading materials are generally read for a precise action, such as directions, maps, schedules, menus, catalogues, instructions, and other materials generally encountered in everyday life beyond the classroom.

ARMT GRADE 4 READING

CONTENT STANDARDS Grade 4

| CONTENT STANDARD | POINTS POSSIBLE |
|---|--------------------|
| 1 – Demonstrate word recognition skills, including structural analysis. Examples: structural analysis – root words, prefixes, suffixes <ul style="list-style-type: none">• Producing common word parts• Reading multisyllable words• Reading compound words, contractions, possessives, and inflectional endings | 7 |
| 2 – Demonstrate reading vocabulary knowledge, including recognition of a variety of synonyms and antonyms. <ul style="list-style-type: none">• Using context clues• Reading multiple-meaning words• Increasing the number of sight words | 9 |
| 3 – Use a wide range of strategies, including distinguishing fiction from nonfiction and making inferences to comprehend fourth-grade literary/recreational materials in a variety of genres. Examples: novels, short stories, poetry, trade books <ul style="list-style-type: none">• Skimming passages• Summarizing• Comparing and contrasting• Using sentence structure and context• Self-monitoring for understanding Examples: rereading, using context clues, adjusting speed, and accessing prior knowledge and experiences• Using vocabulary knowledge• Reading fluently with expression and attention to punctuation• Using prior knowledge and experience• Drawing conclusions• Asking and answering questions• Relating events, ideas, and characters to specific life experiences | 17 |

ARMT GRADE 4 READING

Content Standards Grade 4 (continued)

| | |
|---|-----------|
| <p>4 – Identify literary elements and devices, including characters, important details, and similes, in literary/recreational materials and identify important details in textual/informational materials.</p> <ul style="list-style-type: none"> • Identifying main idea • Identifying author’s purpose | 22 |
| <p>5 – Use a wide range of strategies and skills, including using sentence structure, locating information, and distinguishing fact from fiction, to comprehend fourth-grade functional and textual/informational reading materials.</p> <ul style="list-style-type: none"> • Determining sequence of events • Distinguishing fact from opinion • Summarizing passages • Comparing and contrasting • Self-monitoring text understanding Examples: rereading, using context clues, adjusting speed, accessing prior knowledge and experiences • Using text features to gain meaning Examples: titles, headings, glossary, boldface print, index, table of contents, tables, charts, graphs • Previewing and predicting • Highlighting, note taking, and outlining • Detecting obvious bias • Recognizing persuasive techniques Examples: sources – advertisements, Internet, speeches, newspaper editorials | 17 |
| TOTAL POINTS POSSIBLE | 72 |

PASSAGES WITH ITEMS

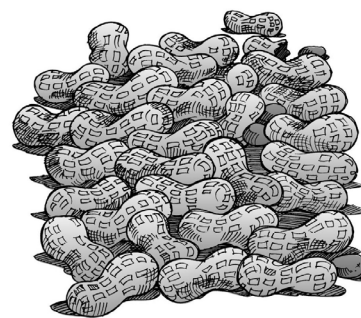
These are the directions given to students.

DIRECTIONS:

Read each passage. Then read each question about the passage. For some questions you will need to choose the best answer and then mark the space in your answer document. For other questions you will need to write your response in the answer document.

The Golden Peanut

The fourth graders at Lewis Elementary School had just finished studying about peanuts. They learned that peanuts grow underground and that peanuts have funny names like “goober” or “groundnut.” They also learned that George Washington Carver discovered more than 300 uses for peanuts. They found out that peanuts are an important crop in Alabama.



“I don’t think there’s anything about peanuts we haven’t studied,” said Najara with a sigh.

Mrs. Dexter smiled. “We’ll see,” she said. “Tomorrow we are having our own Fourth-Grade Peanut Day. We will have different contests as part of this special day. The winning class gets to keep the Golden Peanut statue for the whole year. Mr. Long’s class has won the last three years.”

“Not this year,” Ella boasted. “We know so much. We could be peanut *professionals*. We could get jobs talking about peanuts! We’ll win this year.”

“You bet!” agreed Ted.

“I hope so,” said Mrs. Dexter.

The first event was the peanut facts quiz. All three classes had studied hard, so the score was very close. Ms. Frank’s class had nine points, and Mrs. Dexter’s and Mr. Long’s classes were tied with eight points each.

The second event was peanut math. They measured, weighed, and figured. The principal announced the scores.

“Mrs. Dexter’s class, sixteen. Ms. Frank’s class, fourteen. Mr. Long’s class, thirteen.”

“It’s close,” said Ella. “I’m worried.”

“Don’t be *discouraged*,” insisted Najara. “We’ll be fine.”

Next came peanut butter cracker-stacking. Ms. Frank’s class had a disappointment when their tower fell. They only got four points. But Mr. Long’s class must have practiced—they stacked fourteen crackers! Mrs. Dexter’s class only stacked eleven, so they were tied again!

The last event was the peanut race. The teams had to use a straw and blow a peanut along a path to the finish line.

“Go!” shouted Mr. Long. Najara and Ted carefully blew through their straws at both ends of the peanut so it would roll straight along the line. Ms. Frank’s team didn’t blow hard enough, so their peanut was slow. Mr. Long’s team blew too hard, and their peanut rolled far away across the floor.

“Yea! We win!” cheered Ella.

For lunch, each student made a peanut butter sandwich with jelly, marshmallow spread, or sliced banana. Ted put everything on his sandwich!

“You’re making a mess!” Ella said.

“I know, but it’s delicious!” answered Ted. The Golden Peanut statue, with its smile, stood in the middle of the table.

ARMT GRADE 4 READING

1. Which Golden Peanut event is *most* like a TV game show?

- A Peanut butter sandwich eating
- B Peanut facts quiz
- C Peanut counting
- D Peanut math

2. In paragraph 4, which word *best* describes Ella?

- A Angry
- B Confident
- C Silly
- D Relieved

3. What does *discouraged* mean as it is used in the story?

- A To have little hope
- B To be joyful
- C To be angry
- D To look scared

4. After the second event, why was Ella worried?

- A The tall cracker tower she built fell.
- B It was time for the last event in the contest.
- C Her class did not know much about peanuts.
- D She wanted her class to win the contest.

5. In this story, *professionals* are *most* like —

- A scientists
- B athletes
- C experts
- D children

- 6. Explain why Mrs. Dexter’s team won the last event and the other teams did not win.**

Use specific details from the story to support your answer.

Write your response in the answer document.

- 7. According to the story, what had the fourth-grade students learned about peanuts?**

Use specific details from the story to support your answer.

Write your response in the answer document.

Tony's Gift

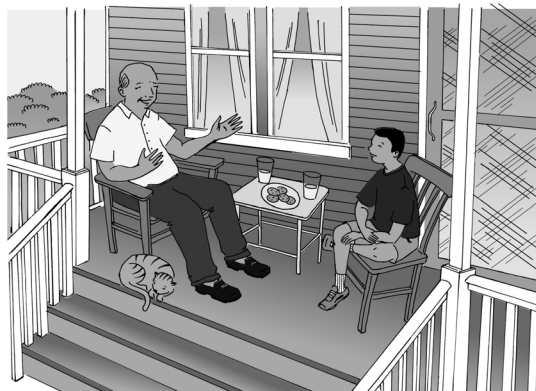
Tony's great-grandfather, Papi Luis, lives down the street from Tony and his family. Tony visits Papi after school each day. Tony and Papi sit on the front porch and talk. Papi tells stories about his life. He tells Tony how the town looked many years ago. The shopping mall sits on land where there used to be dairy farms. The sandwich shop used to be an icehouse.

When Papi was a boy, no one had electric lights or refrigerators. They used candles and oil lamps to read at night. People bought big blocks of ice. The ice and food that they needed to keep cold was put in a special box. It was called an icebox.

Papi likes to tell stories about those days. He tells about a runaway horse and how hard it was to catch. He tells about the day a small circus came to town. Everyone had so much fun that day. Papi's brown eyes sparkle with happiness as he remembers moments from his life.

Tony loves to listen to Papi's stories. Papi has so many to tell. One day Tony had an idea. He did not tell anyone. He took a tape recorder to Papi's house. Tony recorded Papi's stories. Later, Tony listened to the tapes and wrote down the stories. He collected a year's worth of stories. Tony made copies of them. He put each set of stories into a special notebook. Tony gave notebooks to his parents and grandparents.

When he presented Papi with a notebook, he told him, "You gave us the gift of your stories. Now I am giving them back to you." Papi was surprised. His brown eyes sparkled with tears of delight.



1. How does the reader know that Tony's gift is special?

- A** Papi's eyes filled with tears.
- B** Papi liked the notebook a lot.
- C** Tony recorded a year of stories.
- D** Tony wrote out all of the stories.

2. Which of the following sentences is the *best* summary of the story?

- A** An old man tells stories about interesting times from the town in which he grew up.
- B** An old man decides to save the stories he remembers from when he was a young boy.
- C** A young boy saves collections of his great-grandfather's stories as a treasure for his family.
- D** A young boy wants to write stories about his hometown to share with all of his family.

3. How is the town *different* at the time of the story from when Tony's great-grandfather was a child?

- A** There was a circus in town when Papi Luis was a child.
- B** The town was smaller with more farms when Papi Luis was young.
- C** The town has fewer people in it at the time of the story.
- D** The town has no sandwich shops or shopping malls at the time of the story.

4. You would *most likely* find "Tony's Gift" in —

- A** a website about old towns
- B** a world atlas
- C** an encyclopedia
- D** a collection of short stories

ARMT GRADE 4 READING

5. Tony recorded Papi's stories in order to —

- A** study the changes in the town
- B** write a history report for school
- C** make a gift for his family
- D** share them with Papi's friends

7. Compare the town in Papi's stories with the town today.

Use details from the story to support your answer.

Write your response in the answer document.

6. How does Papi feel about the gift Tony gives him?

Use specific details from the story to support your answer.

Write your response in the answer document.

The Sun and the Moon

A long time ago, the Sun and the Moon shared a home deep in a cave. Because they were hidden away, the only light that shone in the sky came from the twinkling stars.

After a while, the Sun and the Moon grew tired of living together in the small cave. The Sun, whose fiery personality made him *impatient* and sometimes bossy, said, “I need to live by myself in this cave. Go find a new home for yourself.”

The Moon, who was gentle and patient, said, “Where can I possibly go?”

“Just go in the sky,” answered the Sun. “There is plenty of room there.”

The Moon felt a bit sad and scared as she left the cave, but she bravely set out to live in the sky. Being only a thin, silver moon, she shyly hid behind some clouds. Slowly, little by little, she showed more of her face each day. Before long, her whole bright face lit the sky. Everyone began talking about how beautiful she was and how much they enjoyed her soft light.

Hearing this, the jealous Sun became very angry. Running out of the cave, the Sun jumped into the sky.

When the Moon saw the Sun coming up into the blue sky, she ran away. She kept looking back at the Sun. After a while, nobody saw the Moon.

Now the Sun had the whole sky to himself. He proudly sent his bright sunlight in all directions. The Sun warmed the cold Earth and helped the green plants and beautiful flowers grow. People began to praise the Sun, and he became boastful.

But soon, he became very lonely with no one to talk to. So the Sun decided to look for the Moon.

The Moon felt it was safe to hide in the cave. As the Sun came near the cave, the Moon ran out. She leaped into the sky.

“Oh, Moon,” shouted the Sun.

“Please wait. I’m sorry.”

The Moon did not trust the Sun, for he had been unkind to her. When the Sun came into the sky, the Moon hid in the cave.

Even now, the Sun cannot catch up with the Moon. The Moon hides in the cave when the Sun is up in the sky. She jumps into the sky only after the Sun comes back to the cave.



ARMT GRADE 4 READING

1. If you wanted to know more about why the moon appears to change throughout a month, which would be the *best* question to ask?

- A** How close is the moon to the Earth?
- B** Why are parts of the moon dark at certain times?
- C** When was the first time people traveled to the moon?
- D** Why is the moon sometimes visible during the daytime?

2. If you wanted to understand how the Moon feels at the beginning of the story, you should think about —

- A** how it feels when someone else is boastful and bossy
- B** why the sun warms the Earth and helps the plants grow
- C** why the shape of the moon changes each night
- D** how it feels when someone is lonely

3. According to the story, the Sun could *best* be compared to a —

- A** shy young child
- B** proud peacock
- C** busy little bee
- D** sweet mouse

4. In paragraph 2, the Sun is described as *impatient*. Which of the following is a definition for *impatient*?

- A** Peaceful
- B** Bashful
- C** Restless
- D** Bossy

5. What clues help the reader know that the Sun is *not* nice?

- A** The Sun sends his shining light in all directions.
- B** The Sun warms the cold Earth and helps plants grow.
- C** The Sun is described as being boastful.
- D** The Sun jumps into the sky after the Moon goes in the cave.

6. Why did the Sun jump into the sky?

- A** He was jealous of the attention the Moon was getting.
- B** He wanted to warm the Earth and help the plants grow.
- C** He no longer felt safe hiding inside the dark cave.
- D** He was shy and wanted to hide behind the clouds.

7. Read the sentences from the story in the box below.

Being only a thin, silver moon, she shyly hid behind some clouds. Slowly, little by little, she showed more of her face each day. Before long, her whole bright face lit the sky.

What do these sentences describe about the moon?

- A** The color of the moon
- B** The distance of the moon from the Earth
- C** The changes of the moon over a month
- D** The beauty of the moon

ARMT GRADE 4 READING

8. What does this story try to explain?

- A** Why there are four different seasons of the year
- B** Why the sun always shines brighter than the moon
- C** Why the sun warms the Earth and helps the plants grow
- D** Why the sun and moon are seen at different times of the day

10. Describe the Moon and a person in your life who is like the Moon.

Use details from the story to support your descriptions.

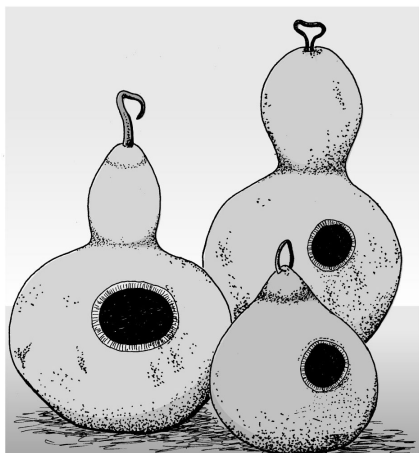
Write your response in the answer document.

9. Contrast the personalities of the Sun and the Moon.

Use specific details from the story to support your answer.

Write your response in the answer document.

Birdhouse Gourds



Birds are not always a farmer's best friends. Some farmers put up scarecrows to protect their crops from the hungry birds. They know that as soon as they put down the seeds, there will be birds there to eat, and as the crop grows, other birds will be there. Farmers have to work hard to protect their crops from birds. But there is a bird that farmers are happy to see arriving each spring: the beautiful purple martin.

The male purple martin has dark blue and black feathers, and the female is pale gray. The purple martin is an insect eater. Some farmers think that the purple martin eats enough bugs each day to equal the

bird's weight. Having purple martins in your neighborhood could mean fewer flying insects at your next picnic, and fewer bugs eating crops.

Long ago purple martins built their nests in hollow trees. But Native Americans discovered how helpful purple martins could be. They began to hang hollow gourds near their homes. The purple martins discovered the gourds and built nests in them. Now they will only build in a man-made or human-grown home. In the southern United States, many people offer the purple martins nesting places using birdhouse gourds.

Birdhouse gourds are best grown where the summers are long and warm. It takes many months from the time a seed is planted to the time the gourd house can be hung. The gourd should be ten inches around to be a roomy home for a family of martins.

Purple martins like to live in large groups, so it is best to suspend several gourds together. The gourds need to be hung as high as a second story window, and away from trees and wires. The round opening should be near the top of the gourd so the babies don't fall out, and turned away from the wind so the babies stay warm and dry.

If the gourds are hung from a short piece of wire, they will swing gently as the birds enter and leave the circular doorway. Purple martins don't mind the swinging. Other birds do, so they leave the gourds alone.

Watching the purple martins dive and swoop after insects is fun. Their early morning songs are a beautiful way to wake up. Purple martins depend on humans for safe nesting places, but they help humans so much in return.

ARMT GRADE 4 READING

- 1. To learn more about birdhouse gourds, you should use —**

A a thesaurus
B an encyclopedia
C a dictionary
D an atlas

- 3. If you were going to make a birdhouse from a gourd, what *four* steps would you have to take?**

Use examples from the passage to explain your answer.

Write your response in the answer document.

- 2. Write a brief summary of this passage.**

Make sure you include the important points.

Write your response in the answer document.

Homes of the Early Settlers

The voyage across the Atlantic from England to the New World was difficult and dangerous. Although early settlers from the Old World were probably tired from the journey, they did not have time to relax when they reached land. They had to build their own homes. First, a home site had to be cleared of its thick forest. Settlers tried to choose a site on a hill so that the cellar would not flood during rainstorms. After the cellar was dug, its walls were made from stones found in the rocky soil. Then the wooden frame was constructed after logs and boards were cut from the plentiful trees.

The early settlers' homes were simple, one-room dwellings with a big stone chimney at one end. There was often a sleeping loft with wooden stairs leading up to it. Interior walls were made from woven supports of split wood and saplings. A mixture made from wet clay, sand, and straw was plastered over the woven supports. The outside of the house was clapboard: long, narrow boards made from oak or pine trees. The finishing touch was the thatched roof, made from reeds. The roof was steep so snow would slide off instead of piling up.

Inside, the house was not what people today would consider comfortable. The cold New England winters sent windy drafts through cracks in the boards. The fireplace, used for cooking and heating, made the air smoky. Since glass was very expensive, windows were tiny, making it gloomy inside. There were no windows on the chilly north-facing side of the house, only on the south side. At night the only light came from the fireplace, or from candles and lamps that burned animal fat. Furniture was simple and made of hard wood.



Once the house was completed, there was still little chance to rest. Wood had to be cut, split, and stacked for heating and cooking. Clothes had to be sewn. Gardens had to be planted and tended. Even taking a bath was a chore. Water had to be hauled in from a spring and heated over a wood fire! Early settlers struggled to survive even after their long journey across the sea was over.

ARMT GRADE 4 READING

1. According to the passage, in order for the settlers to take a bath, —

- A** water had to be carried from the spring
- B** leaves needed to be removed from the well
- C** the fireplace had to be cleaned
- D** cracks in the walls needed to be plugged

3. Compare and contrast the early settlers' house to your house.

Give at least *two* similarities and *two* differences.

Write your response in the answer document.

2. Summarize what the settlers had to do when they arrived in the New World.

Provide specific details from the passage to support your answer.

Write your response in the answer document.

Westbrook Eagles School Store! Now Open!

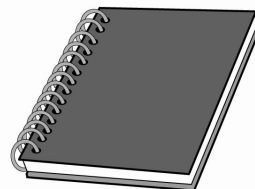
Located next to the Computer Lab, opposite the library.

Open every day during lunch period.

Also open break period and from dismissal time until 3:45 P.M.



- **Pencils**
- **Pens**
- **Notebooks**
- **Folders**



- **Gym bags** — choose from small and large sizes
- **Water bottles**
- **School pennants**
- **New!!! Key chains**
- **Eagle mascot T-shirts — S, M, L, XL**

Heather gray with navy blue letters: "Westbrook"

Navy blue with gold letters: "Westbrook Eagles"

Navy blue with Eagle mascot

We must sell our *stock* of last year's T-shirts to make room for the large selection of great new styles and colors! This means BIG savings for you! Come in and check out the clearance section. Sizes are limited. All profits benefit the classroom supply fund.

- Don't forget to enter your name in our Lucky Eagle Drawing. You may win a voucher that can be exchanged for free School Store products.

LUCKY EAGLE DRAWING

Name _____ Grade _____

Place entry in the box by the front office.

ARMT GRADE 4 READING

1. Which of these is an *opinion* stated in the selection?

- A** “Come in and check out the clearance section.”
- B** “All profits benefit the classroom supply fund.”
- C** “This means BIG savings for you!”
- D** “Don’t forget to enter your name in our Lucky Eagle Drawing.”

3. Explain why some of the text is larger and darker than the rest of the selection.

Use details from the selection to support your response.

Write your response in the answer document.

2. Explain what *stock* means as it is used in the advertisement.

Use details from the selection to support your response.

Write your response in the answer document.

**ITEMS NOT
ASSOCIATED WITH
A PASSAGE**

WORD STUDY SKILLS

These are the directions given to students.

DIRECTIONS:

In each question, there are three words. Decide which word is a compound word. Then mark the space for the answer you have chosen.

1. gentleman flavor invention
 A B C

2. pepper flashlight stampede
 A B C

These are the directions given to students.

DIRECTIONS:

Read each question and choose the best answer. Then mark the space for the answer you have chosen.

3. redo rewrite rebuild

The word part re must have something to do with —

- before again extra
 A B C

4. In which word does mis mean wrong?

- misread misery mister
 A B C

ARMT GRADE 4 READING

5. The un in unlock means the same as the un in —

under undo uncle
A B C

7. In which word does co mean to do together?

cowrite cost count
A B C

6. The or in actor is like the er in —

paper deer helper
A B C

8. unicycle bicycle
 tricycle

uni means one
bi means two
tri means three

What must cycle mean in these words?

rider wheel car
A B C

ANTONYM AND SIMILE ITEMS

These are the directions given to students.

DIRECTIONS:

Read each question and choose the best answer. Then mark the space for the answer you have chosen.

9. One opposite meaning of *quickly* is —

- A** happily
- B** slowly
- C** wisely
- D** sadly

10. Mary hit the baseball —

Which of these *best* completes the simile?

- A** out of the sports park
- B** to her father in the outfield
- C** so hard it cracked the bat
- D** like a professional ballplayer

11. Which one of these is a *simile*?

- A** Jackie's sneeze was powerful and noisy.
- B** Jackie's sneeze could be heard in the next room.
- C** Jackie's sneeze was as strong as a gust of wind.
- D** Jackie's sneeze startled the neighbor's cat.

ITEMS BY CONTENT STANDARD

Content Standard 1

Demonstrate word recognition skills, including structural analysis.

Examples: structural analysis – root words, prefixes, suffixes

- Producing common word parts
- Reading multisyllable words
- Reading compound words, contractions, possessives, and inflectional endings

Item Type

Multiple-choice

Additional Information

Items not associated with a passage

Sample Multiple-Choice Items

The items below reference “Word Study Skills” on page 23.

DIRECTIONS:

In each question, there are three words. Decide which word is a compound word. Then mark the space for the answer you have chosen.

1. gentleman flavor invention
 A* B C

2. pepper flashlight stampede
 A B* C

ARMT GRADE 4 READING

The items below reference “Word Study Skills” on page 23.

3. redo rewrite rebuild

The word part re must have something to do with —

before again extra
A B* C

6. The or in actor is like the er in —

paper deer helper
A B C*

4. In which word does mis mean wrong?

misread misery mister
A* B C

7. In which word does co mean to do together?

cowrite cost count
A* B C

5. The un in unlock means the same as the un in —

under undo uncle
A B* C

8. unicycle bicycle
 tricycle

uni means one

bi means two

tri means three

What must cycle mean in these words?

rider wheel car
A B* C

Content Standard 2

Demonstrate reading vocabulary knowledge, including recognition of a variety of synonyms and antonyms.

- Using context clues
- Reading multiple-meaning words
- Increasing the number of sight words

Item Type

Multiple-choice

Additional Information

Items not associated with a passage

Items associated with literary/recreational passages

Sample Multiple-Choice Items

The item below references “Antonym and Simile Items” on page 25.

1. One opposite meaning of *quickly* is —

- A** happily
- B*** slowly
- C** wisely
- D** sadly

The item below references “The Golden Peanut” on page 6.

2. In this story, *professionals* are *most* like —

- A** scientists
- B** athletes
- C*** experts
- D** children

Content Standard 3

Use a wide range of strategies, including distinguishing fiction from nonfiction and making inferences to comprehend fourth-grade literary/recreational materials in a variety of genres.

Examples: novels, short stories, poetry, trade books

- Skimming passages
- Summarizing
- Comparing and contrasting
- Using sentence structure and context
- Self-monitoring for understanding (rereading, using context clues, adjusting speed, and accessing prior knowledge and experiences)
- Using vocabulary knowledge
- Reading fluently with expression and attention to punctuation
- Using prior knowledge and experience
- Drawing conclusions
- Asking and answering questions
- Relating events, ideas, and characters to specific life experiences

Item Type

Multiple-choice

Open-ended

Additional Information

Items associated with literary/recreational passages

Sample Multiple-Choice Items

The items below reference “The Golden Peanut” on page 6.

1. Which Golden Peanut event is *most* like a TV game show?

- A** Peanut butter sandwich eating
- B*** Peanut facts quiz
- C** Peanut counting
- D** Peanut math

2. What does *discouraged* mean as it is used in the story?

- A*** To have little hope
- B** To be joyful
- C** To be angry
- D** To look scared

ARMT GRADE 4 READING

The item below references “The Golden Peanut” on page 6.

3. After the second event, why was Ella worried?

- A** The tall cracker tower she built fell.
- B** It was time for the last event in the contest.
- C** Her class did not know much about peanuts.
- D*** She wanted her class to win the contest.

The items below reference “Tony’s Gift” on page 9.

4. How does the reader know that Tony’s gift is special?

- A*** Papi’s eyes filled with tears.
- B** Papi liked the notebook a lot.
- C** Tony recorded a year of stories.
- D** Tony wrote out all of the stories.

5. You would *most likely* find “Tony’s Gift” in —

- A** a website about old towns
- B** a world atlas
- C** an encyclopedia
- D*** a collection of short stories

ARMT GRADE 4 READING

The items below reference “Tony’s Gift” on page 9.

6. How is the town *different* at the time of the story from when Tony’s great-grandfather was a child?

- A** There was a circus in town when Papi Luis was a child.
- B*** The town was smaller with more farms when Papi Luis was young.
- C** The town has fewer people in it at the time of the story.
- D** The town has no sandwich shops or shopping malls at the time of the story.

7. Which of the following sentences is the *best* summary of the story?

- A** An old man tells stories about interesting times from the town in which he grew up.
- B** An old man decides to save the stories he remembers from when he was a young boy.
- C*** A young boy saves collections of his great-grandfather’s stories as a treasure for his family.
- D** A young boy wants to write stories about his hometown to share with all of his family.

ARMT GRADE 4 READING

The items below reference “The Sun and the Moon” on page 12.

8. If you wanted to know more about why the moon appears to change throughout a month, which would be the *best* question to ask?

- A** How close is the moon to the Earth?
- B*** Why are parts of the moon dark at certain times?
- C** When was the first time people traveled to the moon?
- D** Why is the moon sometimes visible during the daytime?

9. If you wanted to understand how the Moon feels at the beginning of the story, you should think about —

- A*** how it feels when someone else is boastful and bossy
- B** why the sun warms the Earth and helps the plants grow
- C** why the shape of the moon changes each night
- D** how it feels when someone is lonely

10. According to the story, the Sun could *best* be compared to a —

- A** shy young child
- B*** proud peacock
- C** busy little bee
- D** sweet mouse

11. In paragraph 2, the Sun is described as *impatient*. Which of the following is a definition for *impatient*?

- A** Peaceful
- B** Bashful
- C*** Restless
- D** Bossy

ARMT GRADE 4 READING

The items below reference “The Sun and the Moon” on page 12.

12. What clues help the reader know that the Sun is *not* nice?

- A** The Sun sends his shining light in all directions.
- B** The Sun warms the cold Earth and helps plants grow.
- C*** The Sun is described as being boastful.
- D** The Sun jumps into the sky after the Moon goes in the cave.

13. Why did the Sun jump into the sky?

- A*** He was jealous of the attention the Moon was getting.
- B** He wanted to warm the Earth and help the plants grow.
- C** He no longer felt safe hiding inside the dark cave.
- D** He was shy and wanted to hide behind the clouds.

14. Read the sentences from the story in the box below.

Being only a thin, silver moon, she shyly hid behind some clouds. Slowly, little by little, she showed more of her face each day. Before long, her whole bright face lit the sky.

What do these sentences describe about the moon?

- A** The color of the moon
- B** The distance of the moon from the Earth
- C*** The changes of the moon over a month
- D** The beauty of the moon

Sample Open-Ended Items

The items below reference “The Golden Peanut” on page 6.

- 1. Explain why Mrs. Dexter’s team won the last event and the other teams did not win.**

Use specific details from the story to support your answer.

Write your response in the answer document.

- 2. According to the story, what had the fourth-grade students learned about peanuts?**

Use specific details from the story to support your answer.

Write your response in the answer document.

The item below references “Tony’s Gift” on page 9.

- 3. How does Papi feel about the gift Tony gives him?**

Use specific details from the story to support your answer.

Write your response in the answer document.

The item below references “Tony’s Gift” on page 9.

- 4. Compare the town in Papi’s stories with the town today.**

Use details from the story to support your answer.

Write your response in the answer document.

The items below reference “The Sun and the Moon” on page 12.

- 5. Contrast the personalities of the Sun and the Moon.**

Use specific details from the story to support your answer.

Write your response in the answer document.

- 6. Describe the Moon and a person in your life who is like the Moon.**

Use details from the story to support your descriptions.

Write your response in the answer document.

Content Standard 4

Identify literary elements and devices, including characters, important details, and similes, in literary/recreational materials and identify important details in textual/informational materials.

- Identifying main idea
- Identifying author's purpose

Item Type

Multiple-choice

Additional Information

Items associated with literary/recreational passages

Items associated with informational/textual passages

Items not associated with a passage

Sample Multiple-Choice Items

The item below references “The Golden Peanut” on page 6.

1. In paragraph 4, which word *best* describes Ella?

- A** Angry
- B*** Confident
- C** Silly
- D** Relieved

The item below references “Tony’s Gift” on page 9.

2. Tony recorded Papi’s stories in order to —

- A** study the changes in the town
- B** write a history report for school
- C*** make a gift for his family
- D** share them with Papi’s friends

ARMT GRADE 4 READING

The item below references “The Sun and the Moon” on page 12.

3. What does this story try to explain?

- A** Why there are four different seasons of the year
- B** Why the sun always shines brighter than the moon
- C** Why the sun warms the Earth and helps the plants grow
- D*** Why the sun and moon are seen at different times of the day

The item below references “Homes of the Early Settlers” on page 18.

4. According to the passage, in order for the settlers to take a bath, —

- A*** water had to be carried from the spring
- B** leaves needed to be removed from the well
- C** the fireplace had to be cleaned
- D** cracks in the walls needed to be plugged

The items below reference “Antonym and Simile Items” on page 25.

5. Mary hit the baseball —

Which of these *best* completes the simile?

- A** out of the sports park
- B** to her father in the outfield
- C** so hard it cracked the bat
- D*** like a professional ballplayer

6. Which one of these is a *simile*?

- A** Jackie’s sneeze was powerful and noisy.
- B** Jackie’s sneeze could be heard in the next room.
- C*** Jackie’s sneeze was as strong as a gust of wind.
- D** Jackie’s sneeze startled the neighbor’s cat.

Content Standard 5

Use a wide range of strategies and skills, including using sentence structure, locating information, and distinguishing fact from fiction, to comprehend fourth-grade functional and textual/informational reading materials.

- Determining sequence of events
- Distinguishing fact from opinion
- Summarizing passages
- Comparing and contrasting
- Self-monitoring text understanding (rereading, using context clues, adjusting speed, accessing prior knowledge and experiences)
- Using text features to gain meaning (titles, headings, glossary, boldface print, index, table of contents, tables, charts, graphs)
- Previewing and predicting
- Highlighting, note taking and outlining
- Detecting obvious bias
- Recognizing persuasive techniques (sources – advertisements, Internet, speeches, newspaper editorials)

Item Type

Multiple-choice

Open-ended

Additional Information

Items associated with informational/textual passages

Sample Multiple-Choice Items

The item below references “Birdhouse Gourds” on page 16.

1. To learn more about birdhouse gourds, you should use —

- A** a thesaurus
- B*** an encyclopedia
- C** a dictionary
- D** an atlas

ARMT GRADE 4 READING

The item below references “Westbrook Eagles School Store!” on page 20.

2. Which of these is an *opinion* stated in the selection?

- A** “Come in and check out the clearance section.”
- B** “All profits benefit the classroom supply fund.”
- C*** “This means BIG savings for you!”
- D** “Don’t forget to enter your name in our Lucky Eagle Drawing.”

Sample Open-Ended Items

The items below reference “Birdhouse Gourds” on page 16.

- 1. Write a brief summary of this passage.**

Make sure you include the important points.

Write your response in the answer document.

- 2. If you were going to make a birdhouse from a gourd, what *four* steps would you have to take?**

Use examples from the passage to explain your answer.

Write your response in the answer document.

The item below references “Homes of the Early Settlers” on page 18.

- 3. Summarize what the settlers had to do when they arrived in the New World.**

Provide specific details from the passage to support your answer.

Write your response in the answer document.

The item below references “Homes of the Early Settlers” on page 18.

- 4. Compare and contrast the early settlers’ house to your house.**

Give at least *two* similarities and *two* differences.

Write your response in the answer document.

The items below reference “Westbrook Eagles School Store!” on page 20.

- 5. Explain what *stock* means as it is used in the advertisement.**

Use details from the selection to support your response.

Write your response in the answer document.

- 6. Explain why some of the text is larger and darker than the rest of the selection.**

Use details from the selection to support your response.

Write your response in the answer document.

ANSWER KEY

ARMT GRADE 4 READING

ANSWER KEY

“The Golden Peanut” (pages 6–8)

| Item | Correct Answer | Content Standard |
|------|----------------|------------------|
| 1. | B | 3 |
| 2. | B | 4 |
| 3. | A | 3 |
| 4. | D | 3 |
| 5. | C | 2 |

6. Content Standard 3

| Score Point | The response should |
|-------------|--|
| 3 | demonstrate a thorough understanding of why Mrs. Dexter’s team won the last event and the others did not. Information included will be correct and specific. |
| 2 | demonstrate a general understanding of why Mrs. Dexter’s team won and include information that is correct but incomplete or less developed. |
| 1 | demonstrate a limited understanding of the task with bare or no support. |
| 0 | demonstrate no attempt to address the prompt. |

7. Content Standard 3

| Score Point | The response should |
|-------------|---|
| 3 | demonstrate a thorough understanding of the information the fourth graders learned. Details should include, but are not limited to, the following: <ul style="list-style-type: none">• Peanuts grow underground.• Peanuts have funny names like “goober” or “groundnut.”• George Washington Carver discovered more than 300 uses for peanuts.• Peanuts are an important crop in Alabama. |
| 2 | demonstrate a general understanding of the lessons learned, but support is less complete. |
| 1 | demonstrate a limited understanding of the lessons learned by listing only one or no important details. |
| 0 | demonstrate no attempt to address the prompt. |

ANSWER KEY

“Tony’s Gift” (pages 9–11)

| Item | Correct Answer | Content Standard |
|------|----------------|------------------|
| 1. | A | 3 |
| 2. | C | 3 |
| 3. | B | 3 |
| 4. | D | 3 |
| 5. | C | 4 |

6. Content Standard 3

| Score Point | The response should |
|-------------|--|
| 3 | thoroughly state that Papi is surprised and likes the notebook filled with his own stories collected by Tony. Specific information must refer to “brown eyes sparkled with tears of delight” in some manner, either quoted or paraphrased. |
| 2 | generally state Papi’s surprise, and include a less-developed support or incomplete detail. |
| 1 | provide a limited statement of Papi’s feelings with bare or no support from the text. |
| 0 | demonstrate no attempt to address the prompt. |

7. Content Standard 3

| Score Point | The response should |
|-------------|---|
| 3 | thoroughly address that the town from long ago looks different today for Tony. Examples may include, but are not limited to, the following: <ul style="list-style-type: none"> • The shopping mall is located where dairy farms used to be. • The sandwich shop was an icehouse. • They used iceboxes since there were no refrigerators. |
| 2 | generally address the task and use fewer, less-developed details to support the response. |
| 1 | demonstrate a limited understanding of the task, and details may be sparse or not evident. |
| 0 | demonstrate no attempt to address the prompt. |

ANSWER KEY

“The Sun and the Moon” (pages 12–15)

| Item | Correct Answer | Content Standard |
|------|----------------|------------------|
| 1. | B | 3 |
| 2. | A | 3 |
| 3. | B | 3 |
| 4. | C | 3 |
| 5. | C | 3 |
| 6. | A | 3 |
| 7. | C | 3 |
| 8. | D | 4 |

9. Content Standard 3

| Score Point | The response should |
|-------------|--|
| 3 | <p>demonstrate a thorough understanding that the Sun has a different personality than the Moon and use complete details for support. Examples may include, but are not limited to, the following:</p> <ul style="list-style-type: none"> The Sun is impatient and bossy because he wants his own space and wants it immediately. He is jealous because when he sees how everyone loves the Moon, he comes out and takes over. He shows that he is unkind because he speaks cruelly to the Moon. The Moon is gentle because she speaks kindly to the Sun, even when he is rude to her. Unlike the Sun, she does not boldly show herself, but reveals herself a little at a time to Earth. She is sad at his treatment of her, and becomes afraid when he joins her in the sky. Because of her fear, she continues to run away from him. |
| 2 | demonstrate a general understanding that the Sun has a different personality than the Moon and use some details for support. The response is not as complete or organized as a score point 3 response. |
| 1 | demonstrate a limited understanding that the Sun has a different personality than the Moon with bare or no support. |
| 0 | demonstrate no attempt to address the prompt. |

ARMT GRADE 4 READING

“The Sun and the Moon” (continued)

10. Content Standard 3

| Score Point | The response should |
|-------------|---|
| 3 | demonstrate a thorough understanding of the Moon’s qualities and compare them to another person in the student’s life that is like the Moon. The response should use complete details for support. |
| 2 | demonstrate a general understanding of the Moon’s qualities and compare them to another person in the student’s life that is like the Moon. Support is less complete and organized than a score point 3 response. |
| 1 | demonstrate a limited understanding of the Moon’s qualities and compare them to another person in the student’s life that is like the Moon, but with bare or no support. |
| 0 | demonstrate no attempt to address the prompt. |

ANSWER KEY

“Birdhouse Gourds” (pages 16–17)

| Item | Correct Answer | Content Standard |
|------|----------------|------------------|
| 1. | B | 5 |

2. Content Standard 5

| Score Point | The response should |
|-------------|--|
| 3 | thoroughly summarize the passage. Examples may include, but are not limited to, the following: <ul style="list-style-type: none"> Farmers try to protect crops from birds. Farmers like the purple martin because it eats insects harmful to their crops. Martins only build nests in man-made homes such as gourds. Gourds must be constructed and hung in a specific manner. |
| 2 | generally summarize the passage. The response may leave out one or two important points, or it may include one or two extraneous details. |
| 1 | give a limited summarization of the passage. The response may include several extraneous details or fail to include several important points. |
| 0 | demonstrate no attempt to address the prompt. |

3. Content Standard 5

| Score Point | The response should |
|-------------|--|
| 3 | thoroughly and sequentially list the steps one would take to make a birdhouse from a gourd. Examples could include, but are not limited to, the following: <ul style="list-style-type: none"> Find or grow a gourd ten inches in diameter. Cut a hole high in the gourd. Attach a wire to hang the gourd. Hang the gourd two stories high. |
| 2 | generally list the steps one would take to make a birdhouse from a gourd, but either leave out one step or list a step out of sequence. |
| 1 | provide a limited list of steps one would take to make a birdhouse from a gourd and/or list most of them out of correct sequence. |
| 0 | demonstrate no attempt to address the prompt. |

ANSWER KEY**“Homes of the Early Settlers” (pages 18–19)**

| Item | Correct Answer | Content Standard |
|-------------|-----------------------|-------------------------|
| 1. | A | 4 |

2. Content Standard 5

| Score Point | The response should |
|--------------------|---|
| 3 | demonstrate a thorough understanding of the work settlers had to do when they arrived in the New World. Support should be well developed and detailed. |
| 2 | demonstrate a general understanding of the work settlers had to do when they arrived in the New World. Support should be accurate, but not as detailed as a score point 3 response. |
| 1 | demonstrate a limited understanding of the work settlers had to do when they arrived in the New World with bare or no support. |
| 0 | demonstrate no attempt to address the prompt. |

3. Content Standard 5

| Score Point | The response should |
|--------------------|---|
| 3 | thoroughly demonstrate two ways the student’s house is like the settlers’ houses and two ways it is different. The details provided will be correct and relevant. |
| 2 | demonstrate a general understanding of the question, but will either leave out a similarity or difference or will be less well rounded and complete. |
| 1 | demonstrate a limited understanding of the question by not listing two or more of the tasks required with bare or no support. |
| 0 | demonstrate no attempt to address the prompt. |

ANSWER KEY

“Westbrook Eagles School Store!” (pages 20–21)

| Item | Correct Answer | Content Standard |
|------|----------------|------------------|
| 1. | C | 5 |

2. Content Standard 5

| Score Point | The response should |
|-------------|---|
| 3 | demonstrate a thorough understanding of the meaning of <i>stock</i> and include complete details for support. An example may be the following: Stock means items to be sold in the store. The ad says that they must “sell our stock of last year’s T-shirts to make room . . .” |
| 2 | demonstrate a general understanding of the meaning and include some explanation, but neglect to refer to the text for specific details. |
| 1 | demonstrate a limited understanding of the meaning and fail to include support for the definition. |
| 0 | demonstrate no attempt to address the prompt. |

3. Content Standard 5

| Score Point | The response should |
|-------------|--|
| 3 | demonstrate a thorough understanding of why some text is bolded and use complete details for support. Examples may include, but are not limited to, the following: <ul style="list-style-type: none"> The title is bolded to catch the attention of the reader. The supplies are bolded in order to emphasize the supplies that the store offers, since those are the purpose of the flier. The Lucky Eagle Drawing is bolded to show that it is part of the raffle and to set it apart from the rest of the advertisement. |
| 2 | demonstrate a general understanding of why some text is bolded and use some details for support. Response may contain some elements of a score point 3, but is less complete and organized. |
| 1 | demonstrate a limited understanding of why some text is bolded and include bare or no support. |
| 0 | demonstrate no attempt to address the prompt. |

ARMT GRADE 4 READING

ANSWER KEY

“Items Not Associated with a Passage” (pages 23–25)

| Item | Correct Answer | Content Standard |
|------|----------------|------------------|
| 1. | A | 1 |
| 2. | B | 1 |
| 3. | B | 1 |
| 4. | A | 1 |
| 5. | B | 1 |
| 6. | C | 1 |
| 7. | A | 1 |
| 8. | B | 1 |
| 9. | B | 2 |
| 10. | D | 4 |
| 11. | C | 4 |

SAMPLE RESPONSE FORMAT

SAMPLE RESPONSE: MULTIPLE-CHOICE

| | | | | |
|---|-------------------------|-------------------------|-------------------------|-------------------------|
| 1 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| 2 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| 3 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| 4 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| 5 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |

| | | | | |
|---|-------------------------|-------------------------|-------------------------|-------------------------|
| 6 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| 7 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| 8 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |

| | | | | |
|----|-------------------------|-------------------------|-------------------------|-------------------------|
| 9 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |
| 10 | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D |

SAMPLE RESPONSE: OPEN-ENDED

DO NOT WRITE OUTSIDE THE BOX.

Answer question ___ in this box.

DO NOT WRITE OUTSIDE THE BOX.

DO NOT WRITE OUTSIDE THE BOX.

DO NOT WRITE OUTSIDE THE BOX.