

Example Items

Grade 4 Reading

Grade 4 Reading Example Items are a **representative set** of items for the ACP. Teachers may use this set of items along with the test blueprint as guides to prepare students for the ACP. On the last page, the correct answer, content SE and SE justification are listed for each item.

On the Example set and the ACP, Figure 19 SEs are bundled with the TEKS Strand for the genre of the passage tested. The items with bundled SEs on the Example set are representative of those on the ACP but may *not* be inclusive of all possible bundled SEs. The ACP Blueprint does show all Figure 19 bundled SEs assessed on the ACP. *Also, the specific part of an SE that an Example Item measures is **NOT** necessarily the only part of the SE that is assessed on the ACP.* None of these Example Items will appear on the ACP.

Teachers may provide feedback regarding Example Items.

(1) Download the [Example Feedback Form](#) and email it. The form is located on the homepage of Assessment.dallasisd.org.

OR

(2) To submit directly, click “Example Feedback” **after** you login to the [Assessment website](#).

First Semester
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EXAMPLE ITEMS Grade 4 Reading, Sem 1



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

Shawn the Speedy Snail

by Michael Stahl

- 1 Shawn was a snail unlike any other snail in the ditch. All of the snails that Shawn knew were slow. They were slow to get food and water, slow to get anywhere. The snails in Shawn's ditch were so slow because they had huge shells on their backs to carry around. The shells were heavy because they were the snails' homes! Shawn had a shell on his back too, just like all the others. He even named it "Shawn's Place." He was funny like that, and the snails enjoyed his sense of humor. What made Shawn so different though, was that he was stronger than everyone. Having his home on his back didn't bother him like it did the others in Shawn's ditch. The others would complain and sigh, so depressed that they had such a weight to carry around. Because Shawn was the strongest, and could carry his home with ease, he was also the fastest snail around.
- 2 From the time Shawn was a baby snail, he could beat any of the snails in the ditch in a race. He grew up challenging each snail to a race, and he was undefeated. Shawn started using his speed to his benefit and his benefit only, which was something he would later regret. Anytime there was a leaf that fell to the ground, Shawn would race to it and eat until he was full. No other snail would have a chance. Shawn was always quicker to the roots too. When it rained, and puddles formed at the bottom of the ditch, Shawn quickly drank all he needed, right in front of all his friends and family, who were slowly gathering at the pools. It seemed like Shawn was showing off how strong and fast he was all the time. The other snails liked Shawn, but the way he used his speed was making them angry.
- 3 After some time, when the other snails became particularly hungry because of Shawn's behavior, they decided that enough was enough.
- 4 "Shawn! Stop eating so much before we can have our helping," cried Blaine.
- 5 "Yeah, Shawn! We know you're big and strong and fast," agreed Susan. "You don't have to keep reminding us about how slow we are," she added.
- 6 Shawn was a little upset about their remarks. "Well, maybe if you would exercise a little bit more, you could beat me to the food and the water!" he said.

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- 7 “How can we become stronger if you keep beating us to our food?” replied Harvey.
- 8 “We think it’s about time you found another ditch, one that you can have all to yourself,” said Blaine.
- 9 Shawn felt hurt and had a knot in his stomach. Slowly, as slowly as he’d ever crawled before, he left the ditch for another place to find food and water.
- 10 He remembered another ditch across the road that was completely empty of snails.
- 11 A couple of weeks went by. Shawn missed his friends across the road and realized that his new ditch had more food than the other. It had much more than he’d ever need. He decided he’d pay them a visit. He waited by the side of the road for the cars to pass. Once they did, he speedily crossed back to his old ditch. What he found made him more upset than anything ever before.
- 12 “Shawn!” cried Blaine. “We need your help. There isn’t enough food in this ditch anymore. We’re too weak and too slow to find enough for all of us to eat.”
- 13 Shawn’s friends were starving. They asked him to leave the ditch, because of his selfish actions, but now they needed his help. Shawn knew the right thing to do.
- 14 One-by-one, Shawn lifted each snail on top of Shawn’s Place and as fast as he could, brought them over to the ditch on the other side of the road. When they were all safe and sound, Shawn raced around the ditch getting food for his weaker friends. Shawn would never use his speed to show off again.

1 The conversation between Shawn and the other snails in paragraphs 4 through 6 shows that Shawn is —

- A concerned about the other snails having food and water
- B unable to locate additional food and water
- C willing to slow down for his friends
- D uncaring that his friends can’t get what they need

EXAMPLE ITEMS Grade 4 Reading, Sem 1

2 Read the dictionary entry.

helping \ˈhel-ping\ *n.* **1.** the act of a person or thing that helps **2.** aid given to others **3.** a portion of food served at one time **4.** assistance completing a task

Which definition **BEST** matches the word helping as it is used in paragraph 4?

- A Definition 1
- B Definition 2
- C Definition 3
- D Definition 4

3 The reader can tell Susan thinks Shawn —

- A thinks only of himself
- B needs to lose weight
- C dislikes the other snails
- D is very bossy to his friends

EXAMPLE ITEMS Grade 4 Reading, Sem 1



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

What is the Royal Flying Doctor Service?

A Special Service

- 1 Do most people in Australia live in cities on the coast or in the rural areas? Very few people live in the large area in the middle of the country, and houses are far away from each other. Australians call this part of the country “the Outback.” In the past, when people in the Outback had an accident or got sick, there were no doctors to take care of them. Today people in the Outback can call a special service called the Royal Flying Doctor Service and get help in a few minutes. The Royal Flying Doctors use airplanes to reach people in places that don’t have doctors.

Who Started the Flying Doctor Service?

- 2 A minister, Reverend John Flynn, started the Flying Doctor Service in the 1920s. He traveled by truck through central and northern Australia for his church. Many times he saw people die because there was no doctor nearby. He thought, “There must be some way to help these people. First, I will build hospitals for them.”

Flynn’s Idea

- 3 Flynn worked very hard, and by 1927 there were ten small hospitals in central and northern Australia. Nurses took care of the sick injured people. But Flynn was not satisfied. He had hospitals and nurses, but he needed doctors. But how could doctors visit the people who lived far away in the Outback and could not go to a hospital? He had an idea! “The doctors can travel by airplane. We will also build a place for a plane to land near every Outback home.” Many people laughed at the idea. Airplane travel in 1927 was a new and dangerous thing.

Problems

- 4 There were other problems, too. How can people so far away ask for a doctor? Flynn said, “We will use a radio to send and receive messages.” At that time, radios in the Outback could receive messages, but they could not send them. Flynn got in touch with a young radio engineer. The engineer agreed to help him. The engineer worked for three years and finally made a radio that could send and receive messages.

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Success

5 Everything was ready. The Flying Doctor Service began in May 1928. The Service was a great success, and Flynn was very happy. In the first year, doctors made fifty flights. They flew 18,000 miles, helped 225 people, and saved 4 lives. Flynn now wanted the Service to be in all parts of the Outback. His church did not have enough money for this plan, so the different states in Australia agreed to help. Each state built one or two hospitals.

First-Aid Kits

6 In 1942, the Flying Doctor Service came up with another good idea. Every home in the Outback received a prepared first-aid kit. Each kit had the same drugs, bandages, and other first-aid materials. Everything in the kit had its own special number. Later, the kits had a picture of the body with numbers for all the different parts. When people got sick or injured, they used the radio to call the medical center. The doctor asked about the problem by number. Then the doctor told the caller to use medicine from the kit by numbers, too. For example, the doctor said, "Take one pill from number 8 every three hours," or "Put number 22 on your injured leg."

7 Today there are 3,000 medical kits, 22 hospitals, and 40 Royal Flying Doctor Service airplanes. Each year, the service helps about 197,000 people.

4 What happened immediately after a sick or injured person called the medical center?

- A *They flew 18,000 miles, helped 225 people, and saved 4 lives.*
- B *Every home in the Outback received a prepared first-aid kit.*
- C *The doctor asked about the problem by number.*
- D *...the doctor said, "Take one pill from number 8 every three hours,"...*

5 Which word helps the reader know what minister means in paragraph 2?

- A *Doctor*
- B *church*
- C *people*
- D *hospitals*


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6 What is the meaning of prepared as it is used in paragraph 6?

- A Made ready
- B Given away
- C Ordered
- D Improved

7 What is the main idea of paragraph 6?

- A All kits had the same drugs, bandages, and other first-aid materials for people to use at home.
- B Every home in the Outback received a prepared first-aid kit to use along with a doctor's instructions.
- C Doctors asked callers about the problem by number and told them which medicine to take.
- D Every part in every kit was numbered to make it easier for callers to use the kits.

 Use "Shawn the Speedy Snail" and "What is the Royal Flying Doctor Service?" to answer the next question.

8 How are Shawn the snail and Reverend John Flynn similar?

- A Both like to show off.
- B Both are very strong.
- C Both use speed to help others.
- D Both want to travel to new places.

EXAMPLE ITEMS Grade 4 Reading, Sem 1



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

My Family

My mom is like a fire.
She's always warm, but sometimes she gets too hot.

My brother is like a tornado.
He always moves fast and spreads destruction wherever he goes.

- 5 My sister is like a snowstorm.
She's pretty to look at and icy at times, but with a little bit of
sunshine, that iciness melts.

- Together we are like a partly cloudy day.
We have our moments of darkness and gloom, but the sun always
10 peeks through.

9 What identifies this poem as an example of free verse?

- A The lines have different lengths and do not rhyme.
- B All of the stanzas have some form of rhyme.
- C Most of the stanzas are two lines with figurative language.
- D The lines could be rearranged to form regular patterns.

10 The poet uses a simile in line 3 to —

- A explain why her brother is scary
- B describe how her brother acts
- C explain why her brother is fun
- D describe how her brother gets angry

EXAMPLE ITEMS Grade 4 Reading Key, Sem 1

Item#	Key	SE	SE Justification
1	D	4.6B	Describe the interaction of characters including their relationships
2	C	4.2E	Use a dictionary...to determine the meanings...of unknown words
3	A	4.6 F19D [R]	Make inferences about text
4	C	4.11C	Describe explicit...relationships among ideas in texts organized by...sequence
5	B	4.2B	Use the context of the sentence...to determine the meaning of unfamiliar words
6	A	4.2A	Determine the meaning of...words derived from Latin...roots
7	B	4.11A	Summarize the main ideas...in a text in ways that maintain meaning and logical order
8	C	F19F	Make connections...between literary and informational texts with similar ideas
9	A	4.4A	Explain how the structural elements of poetry...relate to form
10	B	4.8A	Identify the author's use of similes...to produce imagery