

**GRADE 4**  
**Reading**

**Administered May 2022**

**RELEASED**



# READING

Read the selection and choose the best answer to each question.  
Then fill in the answer on your answer document.

## Digging Up the Truth

### Characters

**NELSON:** 4th-grade student

**MATT:** Nelson's friend

**LUCIA:** Nelson's friend

**MS. CHEN:** Librarian

**MR. LUND:** Nelson's father

### SCENE 1

- 1 *[Late summer afternoon, outside the public library. Nelson and Matt wait for the bus.]*
- 2 **NELSON:** What do you think of Writing Camp so far?
- 3 **MATT:** It's pretty cool. What did you write about today?
- 4 **NELSON:** A guy who's an astronaut. I had space travel on my mind from this great book I'm reading. . . . *[Digs in his backpack to pull out his book.]* Hold on. . . . *[Digs some more.]* Hey, I think I left my book inside. I'll be right back.
- 5 **MATT:** Hurry—the bus will be here soon.
- 6 *[Nelson runs back into the library. Ms. Chen looks up when she hears the door.]*
- 7 **NELSON:** Sorry to bother you, but I think I left something in here.
- 8 **MS. CHEN:** Feel free to look around, Nelson. What are you missing?
- 9 **NELSON:** It's a book called *Space Ride*. *[Searches the area where he sat earlier.]* Have you seen it?
- 10 **MS. CHEN:** No, but I'll help you look.
- 11 *[Ms. Chen and Nelson search for a few minutes but don't find the book.]*
- 12 **MS. CHEN:** Let's look again tomorrow morning. Maybe it will turn up.

13 **NELSON:** [*Disappointed.*] I hope so. Thanks, Ms. Chen.

14 [*Nelson hurries out to the bus stop.*]

## SCENE 2

15 [*The next morning. Matt and Nelson are walking into the library before camp.*]

16 **MATT:** Did you ever find your book?

17 **NELSON:** [*Sighs.*] No. And I was just getting to the good part.

18 **MATT:** What's it called?

19 **NELSON:** *Space Ride*. Will you help me look?

20 **MATT:** Sure.

21 [*The boys check all around but find nothing. They are walking to their seats, but Matt abruptly stops.*]

22 **MATT:** Hey, Nelson, look at that. [*Nods his head toward Lucia, who is reading Space Ride at the next table.*]

23 **NELSON:** [*Irritated.*] Let's go talk to her.

24 [*The two boys walk over to Lucia.*]

25 **NELSON:** Hi, Lucia. Where'd you get that book?

26 **LUCIA:** [*Looking up.*] At the bookstore. Why?

27 **NELSON:** I lost my copy yesterday. Are you sure you didn't find it here?

28 **LUCIA:** [*Shakes her head.*] No, this one's mine.

29 [*Nelson looks at Lucia suspiciously.*]

30 **LUCIA:** [*Closing the book and holding it to her chest.*] You're not the only person who likes this book, Nelson. Besides, I'm on page 134. If I had just found the book, I couldn't have read this many pages already.

31 [*Ms. Chen overhears the students talking and walks over to them.*]

32 **MS. CHEN:** Nelson, there's no reason to assume that Lucia has your book.

- 33 **NELSON:** But Ms. Chen, I lost this same book yesterday, and today Lucia is reading it. Don't you think that's strange?
- 34 **MS. CHEN:** No, and we should trust Lucia. This book is very popular. The library even has a waiting list for it. You can keep looking for your book after camp. Now please have a seat so we can start writing.
- 35 [Nelson and Matt slowly walk back to their table. Nelson looks distressed.]

### SCENE 3

- 36 [Later that evening. Nelson and Mr. Lund are sitting on the couch in their living room.]
- 37 **NELSON:** [Forcefully.] Dad, I just know Lucia has my book.
- 38 **MR. LUND:** Lucia said that was her copy, Nelson. Are you sure you've looked everywhere?
- 39 **NELSON:** I've searched the library a hundred times.
- 40 **MR. LUND:** How about your room? And in your backpack?
- 41 **NELSON:** [Shaking his head.] It's not in there, Dad.
- 42 **MR. LUND:** Why don't you look in your bag one more time? I'll hunt around here.
- 43 [Nelson opens his backpack and takes out all his belongings, one by one. He turns the backpack upside down and shakes it. A book falls out.]
- 44 **NELSON:** [Shocked.] Dad, the book was in my bag the whole time. Look, here. [Shows Mr. Lund the inside of his backpack.] The inside pocket is torn, and it must've slipped down into the lining of the bag. [Sticks his hand in the backpack. Smiles. Then looks concerned.] Poor Lucia was telling the truth all along. And Ms. Chen. She tried to help me.
- 45 **MR. LUND:** Well, tomorrow is a new day.
- 46 **NELSON:** You're right. I'll show the backpack to Lucia and Ms. Chen when I get to the library in the morning. I hope they'll understand and accept my apology.
- 47 **MR. LUND:** [Nodding his head.] That's a good plan.

48 **NELSON:** But now I have another plan.

49 [Nelson *smiles and makes himself comfortable on the couch and opens up* Space Ride.]

1 Read line 25.

**NELSON:** Hi, Lucia. Where'd you get that book?

What is the most likely reason Nelson asks Lucia this question?

- A To learn where he can buy the same book
  - B To find out if she picked up his book in the library
  - C To get suggestions from her about where to look for his book
  - D To see if there is another copy of the book in the library
- 

2 What does the word assume mean in line 32?

- F Suggest a different solution
  - G Realize something is missing
  - H Wonder about a problem
  - J Believe something without proof
- 

3 Which line from the play best supports the idea that Nelson realizes he made a mistake?

- A **NELSON:** Are you sure you didn't find it here? (line 27)
- B **NELSON:** Don't you think that's strange? (line 33)
- C **NELSON:** Poor Lucia was telling the truth all along. (line 44)
- D **NELSON:** But now I have another plan. (line 48)

- 4 Read line 45.

**MR. LUND:** Well, tomorrow is a new day.

What does this line suggest?

- F Nelson can improve the situation with Lucia and Ms. Chen.
  - G Lucia will notice that Nelson is being nice to her.
  - H Mr. Lund will help Nelson look for a new backpack.
  - J Nelson should return to writing camp with Matt.
- 

- 5 Why is Mr. Lund important to the resolution of the play?

- A He listens to Nelson talk about his problem.
- B He tells Nelson to look through his backpack again.
- C He looks through the house to find the book.
- D He offers a way to apologize the next day at camp.

6 Read the dictionary entry.

**check** \ˈchek\ *verb*

1. to mark
2. to control
3. to search
4. to study

Which definition of check is used in line 21?

- F Definition 1
  - G Definition 2
  - H Definition 3
  - J Definition 4
- 

7 Read this stage direction from line 30.

**LUCIA:** [*Closing the book and holding it to her chest.*]

What does this stage direction suggest about Lucia?

- A She wants to be sure to take the book when she leaves.
- B She wants to read the book before Nelson does.
- C She is upset that Nelson plans to write about the book.
- D She realizes that Nelson thinks the book belongs to him.

Read the selection and choose the best answer to each question. Then fill in the answer on your answer document.

## Junior Park Rangers

- 1 It's a warm, sunny day at Garner State Park in Texas. A group of children crouch down near a dusty trail. The children are studying a strange set of footprints on the ground. One girl points at the toe markings. Meanwhile, a boy studies an animal-tracking guide. "I think they belong to a turkey!" the boy announces. The other children agree. They make a note in their journals. "We're one step closer to our Junior Ranger badges!" the girl grins. These children are participating in the Texas State Parks Junior Ranger Program. This program offers a fun way for children to discover and explore in Texas state parks.



Children wearing Junior Ranger Explorer Packs stop along a trail to study animal tracks.

Courtesy of Texas Parks and Wildlife

### Junior Rangers across Texas

- 2 In May 2013 the Texas State Parks Junior Ranger Program began. Thanks to the program, there are many Junior Rangers across the state of Texas today. This means that many children have learned how to take care of parks. This is good news for Texas state parks because there are nearly 100 parks in the state.
- 3 No matter where you live in Texas, chances are there is a state park close to you. There are park locations among mountains and canyons, in the desert, and along the seashore. Each park is rich with different animals, birds, rocks, flowers, and plants. No two

parks are alike. Each park offers a unique experience for young explorers.

### **Becoming a Junior Ranger**

- 4 It is easy to become a Junior Ranger. The program is completely free and is available to children aged 6 through 12. Children interested in becoming a Junior Ranger need the Junior Ranger Activity Journal. This journal is available at every state park. The journal describes the park and its history. Children can also read about the jobs of park rangers in the journal. It contains safety rules as well as information about how to keep the park beautiful.



Children enjoy a family hike as they use the Junior Ranger Explorer Pack that they borrowed from the park headquarters.

Courtesy of Texas Parks and Wildlife

- 5 In order to become a Junior Ranger, you must complete some of the activities in the journal. The number of activities is determined by your age. For example, if you are 8 to 10 years old, you may work on your choice of seven activities. You may choose to interview a ranger, explore a trail, complete a game, or answer questions about the park. If you are younger, you may complete fewer activities. If you are older, more activities are required to earn your badge.
- 6 No matter your age, when you have finished your activities, a park ranger will review the completed activities in your journal. (You may take the journal home as a souvenir!) Then, you will take the Junior Ranger pledge and promise to care for the park. You will also receive

an official Junior Ranger badge. Each park has a different badge, so you can collect as many as you want!

### Helpful Tools for Junior Rangers

- 7 Each time you visit a new Texas state park, visit the park headquarters. It is often located near the park's main entrance. This is where you can pick up a Junior Ranger Activity Journal. Some state parks offer Junior Ranger Explorer Packs. Children may borrow the backpack from the park headquarters.



Courtesy of Texas Parks and Wildlife

- 8 The Junior Ranger Explorer Packs contain helpful items for a young explorer. The backpacks include binoculars, a magnifying glass, an animal-tracking key, a pencil, crayons, watercolors, and a sketchbook. The binoculars are especially useful for viewing animals from a distance. The animal-tracking key shows what different animal tracks look like. The key helps explorers figure out which animals have traveled on a path by looking at their footprints. The backpack also includes guides to birds, flowers, rocks, plants, and trees. The guides help children learn more about what can be seen at the state park.

### Spoken Like a Real Junior Ranger

- 9 What's it like to earn a Junior Ranger badge? "It's fun!" says Molly Miser, who earned a badge at Stephen F. Austin Park. Ranger Bryan Hein, who awarded her the badge, agrees. "It's a great opportunity for our young ones to learn the culture and natural resources of our parks," he says.

- 8** What is the central idea of the selection?
- F** The Junior Ranger Program offers a way for children to learn about and explore Texas state parks.
  - G** Children can meet Junior Rangers by visiting Texas state parks.
  - H** Children who live near a Texas state park can become Junior Rangers.
  - J** The Junior Ranger Program activity books give children something to do when they visit Texas state parks.
- 

- 9** In which section would the reader find information about having a park ranger review the Junior Ranger Activity Journal after the activities in the journal have been completed?
- A** Junior Rangers across Texas
  - B** Becoming a Junior Ranger
  - C** Helpful Tools for Junior Rangers
  - D** Spoken Like a Real Junior Ranger
- 

- 10** Which sentence best states a message in the selection?
- F** Spending time outdoors is a good way to make new friends.
  - G** The most difficult activities are usually the most interesting ones.
  - H** It is important for children to make their own goals.
  - J** Learning about nature can be challenging and rewarding.

**11** In paragraphs 4 through 6, what key idea about the Junior Ranger Activity Journal is best supported?

- A** It includes activities students must complete to earn a badge.
  - B** It describes activities students have done to improve the park.
  - C** It teaches students about the different state parks in Texas.
  - D** It gives students a place to write about their experience.
- 

**12** What is the most likely reason the author includes the anecdote in paragraph 1?

- F** To explain what a child must do to become a Junior Ranger
  - G** To persuade children to use a Junior Ranger Explorer Pack at a park
  - H** To provide details about activities available at Texas state parks
  - J** To introduce the topic by describing a real Junior Ranger experience
- 

**13** Which sentence best explains why children should visit as many parks as they can?

- A** *This program offers a fun way for children to discover and explore in Texas state parks. (paragraph 1)*
- B** *This is good news for Texas state parks because there are nearly 100 parks in the state. (paragraph 2)*
- C** *Each park offers a unique experience for young explorers. (paragraph 3)*
- D** *This journal is available at every state park. (paragraph 4)*

Read the next two selections and choose the best answer to each question. Then fill in the answer on your answer document.

## Do What You Can



- 1 There was once a farmer who had a large field of corn that he harrowed and weeded with the greatest care, for he wanted to sell the corn and buy good things for his family with the money. But after he had worked hard, he saw the corn wither and droop, for no rain fell, and he began to fear that he was to have no crop. He felt very sad, and every morning he went out to the field and looked at the thirsty stalks and wished for the rain to fall.
- 2 One day, as he stood looking up at the sky, two little raindrops saw him, and one said to the other: "Look at that farmer. I feel very sorry for him. He took such pains with his field of corn, and now it is drying up. I wish I might help him."
- 3 "Yes," said the other, "but you are only a little raindrop. What can you do? You can't wet even one hill."
- 4 "Well," said the first, "I know, to be sure, I cannot do much; but perhaps I can cheer the farmer a little, and I am going to do my best by going to the field to show my good will, if I can't do anything more. Here I go!"
- 5 The first raindrop had no sooner started for the field than the second one said:

- 6 “Well, if you really insist upon going, I think I will go, too. Here I come!” And down went the raindrops. One came—pat—on the farmer’s nose, and one fell on a thirsty stalk of corn.
- 7 “Dear me,” said the farmer, “what’s that? A raindrop! Where did it come from? I do believe we shall have a shower.”
- 8 By this time a great many raindrops had come together to see what all the commotion was about, and when they saw the two kind little drops going down to cheer the farmer and water his corn, one said:
- 9 “If you two are going on such a good errand, I’ll go, too!” And down he came. “And I!” said another. “And I!” And so said they all, until a whole shower came and the corn was watered, and then the corn grew and ripened—all because one little raindrop tried to do what it could.

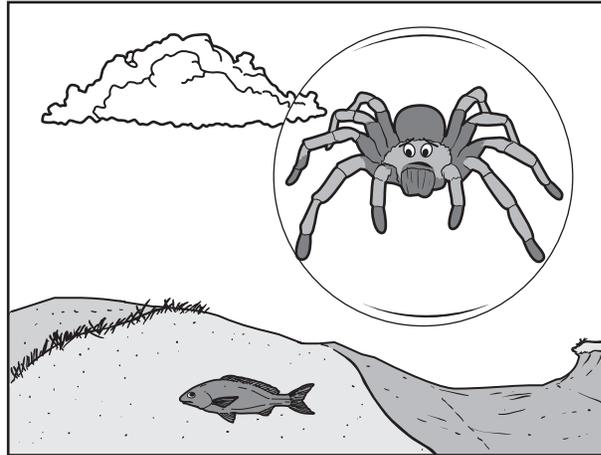
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## How Six Sons Rescued Anansi

### An Adaptation of an African Folktale

- 1 Many years ago a spider named Anansi had six sons. Each one had a special talent, so Anansi gave each son a name that identified that son’s unique gift. Anansi called his sons: River Drinker, See Far, Stone Thrower, Road Builder, Bubble Blower, and Puffy Pillow.
- 2 One morning Anansi told his sons, “There’s a treasure that glows behind the mountain. I am going to search for it.”
- 3 “Good luck, Father,” the six sons said.
- 4 That evening See Far was peering into the distance from a tall tree. Suddenly he shouted to his brothers, “Father has fallen into a lake, and a fish has swallowed him! He needs our help.”
- 5 Instantly Road Builder built a silky trail that zigzagged like a lightning bolt through the trees. Then, the brothers charged down the path to the lakeshore.
- 6 “But how will we capture the fish?” cried See Far. “It’s hiding beneath the waves.”
- 7 “That’s no problem,” announced River Drinker. He leaned over and gulped down the water. Soon the fish was flapping on the dry, sandy bottom.

- 8 "But how will we get Father out?" asked See Far. "He's trapped inside."



- 9 "Watch me!" declared Bubble Blower. He took a deep breath and blew into the fish. Seconds later a huge bubble floated out with Anansi screaming for help inside it!
- 10 However, before the six sons could catch the bubble, it floated into the sky.
- 11 "Oh, no!" gasped See Far. "Father and the bubble have drifted into that thundercloud."
- 12 "I'll rescue him," proclaimed Stone Thrower. Carefully he aimed a tiny pebble at the thundercloud and then threw the rock into the cloud. *Pop!* Anansi plunged from the sky back toward the earth.
- 13 "Father is falling!" yelled See Far frantically.
- 14 "Oh, no!" said Puffy Pillow. In a flash, he lay beneath Anansi.
- 15 *Plop!* Anansi landed with a gentle bounce on Puffy Pillow's soft, springy back.
- 16 "Thank you, my talented sons," Anansi praised. "I wish I could reward you all with the treasure I discovered, but I only found one glowing white ball. How will I decide which son deserves it most?"
- 17 As Anansi considered his dilemma, he began to smile. Finally, with one tremendous toss, he hurled the ball into the darkening night sky.
- 18 "Look, my sons," Anansi laughed with delight. "I've placed the moon in the sky so you can share the reward."

**14** Use “Do What You Can” to answer the following question.

Which sentence from the story “Do What You Can” supports the idea that the first raindrop inspires the other raindrops?

- F** *“I feel very sorry for him.”* (paragraph 2)
  - G** *“I wish I might help him.”* (paragraph 2)
  - H** *“Yes,” said the other, “but you are only a little raindrop.”* (paragraph 3)
  - J** *“Well, if you really insist upon going, I think I will go, too.”* (paragraph 6)
- 

**15** Use “Do What You Can” to answer the following question.

What does the word wither mean in paragraph 1 of the story “Do What You Can”?

- A** Find warmth
- B** Grow fast
- C** Stay strong
- D** Become dry

**16** Use “Do What You Can” to answer the following question.

In the story “Do What You Can,” which key idea about the first raindrop do the details in paragraph 2 support?

- F** The first raindrop understands the farmer’s problem.
  - G** The first raindrop wants to be the farmer’s friend.
  - H** The first raindrop believes the farmer should plant a different crop.
  - J** The first raindrop thinks that hard work has made the farmer ill.
- 

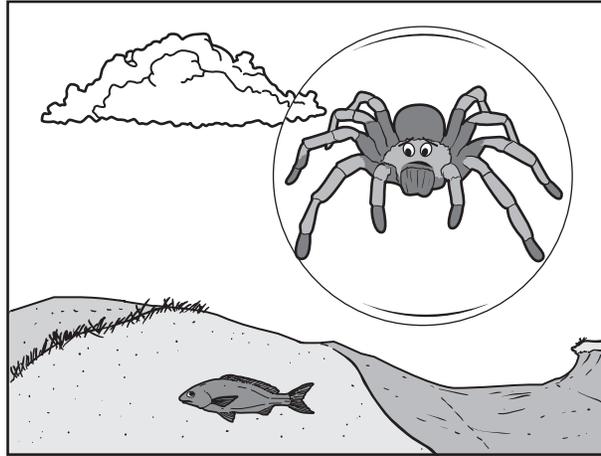
**17** Use “How Six Sons Rescued Anansi” to answer the following question.

Based on the events throughout the story “How Six Sons Rescued Anansi,” which sentence best describes how Anansi feels about his sons?

- A** He is bothered by their unusual behaviors.
- B** He is eager to teach them new skills.
- C** He is proud of their accomplishments.
- D** He is upset by their attitudes.

- 18** Use “How Six Sons Rescued Anansi” to answer the following question.

Look at this illustration from the story “How Six Sons Rescued Anansi.”



What is the most likely reason the author includes this illustration?

- F** To highlight that Anansi is about to escape from the bubble
- G** To show that Anansi is floating high in the bubble
- H** To hint that Anansi is worried that the hungry fish may eat him
- J** To suggest that no one can see where Anansi has gone

- 19** Use “How Six Sons Rescued Anansi” to answer the following question.

What is the main message of the story “How Six Sons Rescued Anansi”?

- A** Everyone makes mistakes sometimes.
  - B** Doing your best is more important than succeeding.
  - C** More can be accomplished when working as a team than working alone.
  - D** The world has many wonders that are waiting to be discovered.
- 

- 20** Use “How Six Sons Rescued Anansi” to answer the following question.

Which sentence from the story “How Six Sons Rescued Anansi” best helps the reader understand that Anansi’s problem is resolved?

- F** *Seconds later a huge bubble floated out with Anansi screaming for help inside it!* (paragraph 9)
- G** *“I’ll rescue him,” proclaimed Stone Thrower.* (paragraph 12)
- H** *Anansi plunged from the sky back toward the earth.* (paragraph 12)
- J** *Anansi landed with a gentle bounce on Puffy Pillow’s soft, springy back.* (paragraph 15)

- 21** Use “Do What You Can” and “How Six Sons Rescued Anansi” to answer the following question.

Which sentence best describes a **SIMILARITY** between the stories “Do What You Can” and “How Six Sons Rescued Anansi”?

- A** Both stories include a family who spends time together.
  - B** Both stories include characters who are rewarded for their efforts.
  - C** Both stories have characters who go on dangerous journeys.
  - D** Both stories use humor to send a message.
- 

- 22** Use “Do What You Can” and “How Six Sons Rescued Anansi” to answer the following question.

How do the raindrops in the story “Do What You Can” **DIFFER** from the sons in the story “How Six Sons Rescued Anansi”?

- F** The raindrops do not have different abilities, but the sons do.
- G** The raindrops do not listen to one another, but the sons do.
- H** The raindrops do not spend time together, but the sons do.
- J** The raindrops do not like one another, but the sons do.

- 23** Use “Do What You Can” and “How Six Sons Rescued Anansi” to answer the following question.

What is one way the farmer’s experience in the story “Do What You Can” is **DIFFERENT** from Anansi’s experience in the story “How Six Sons Rescued Anansi”?

- A** The farmer changes by the end of the story, but Anansi does not change.
  - B** The farmer learns a lesson, while Anansi teaches a lesson.
  - C** The farmer’s feelings about his situation stay the same, but Anansi’s feelings about his situation improve.
  - D** The farmer’s problem is caused by nature, while Anansi’s problem is caused by an accident.
- 

- 24** Use “Do What You Can” and “How Six Sons Rescued Anansi” to answer the following question.

What causes **BOTH** the raindrops in the story “Do What You Can” and the sons in the story “How Six Sons Rescued Anansi” to take action?

- F** They hope to receive a prize.
- G** They are looking for adventure.
- H** They are asked to do something.
- J** They realize someone needs help.

Read the selection and choose the best answer to each question.  
Then fill in the answer on your answer document.

## Make More Time for Music



A young girl  
enjoys listening  
to music.

© iStock.com/hidetsy

- 1 Are you one of those people who loves listening to music? Do you listen to it whenever you can? If so, you're doing something good for your mind and body. If not, you should think about adding more music to your life. It just might make you happier, healthier, and better rested. It could even make you a better student.

### Music and Your Mood

- 2 Music can make you smile, sing along, or get up and dance. These experiences are proof of music's power. In fact, scientists believe that music makes people happier. Valorie N. Salimpoor at McGill University has studied music and the human brain. She has proven that listening to pleasant music causes positive changes in the brain. These changes create feelings of excitement, joy, and pleasure. And those feelings make a person happy.
- 3 Two teams of researchers in Germany and Hungary have found something similar. They've shown that listening to enjoyable music can boost a person's mood. In other words, music can cheer you up when you're feeling sad. However, providing amusement is not music's only purpose. Music can also lower stress and help you worry less. That's according to scientists at the Group Health Research Institute in Seattle, Washington. Their work has shown that relaxing music can calm people who are stressed or worried.

## **Music Moves You**

- 4 Music isn't just good for your mind and mood, though. It's also good for your body. For example, a study called "From Music-Beat to Heart-Beat" showed that music can be used to treat different diseases. Music can also lower blood pressure, which is good for your health. What's more, music gets the blood pumping when you exercise. A group of scientists from Spain and Brazil have studied how music affects runners. The scientists found that people run faster and longer when they listen to music. Music can help you bike faster too. British scientists studied bikers who listened to music with a fast beat. The faster the beat, the faster the bikers rode.

## **Music Helps You Sleep**

- 5 How else is music good for your health? It can help you get better sleep. That's according to a research study called "Music Improves Sleep Quality in Students." This study looked at college students who had a difficult time sleeping. Some of the students were told to listen to relaxing classical music before bedtime. Those students slept better and even felt happier.

## **Music for Your Brain**

- 6 Still not convinced that listening to music is good for you? Then you might be interested to learn that music can help you learn. Scientists in Finland, England, and the United States have shown that music helps students. Listening to music can help you when you're learning something new. It can also help you better remember what you've learned. It can even help when you take a test, according to a British study. Students who listened to background music during a test answered more test questions. They got more of the answers correct too.
- 7 Music is more than just a pleasant art. It's a powerful force that can make our lives better. It can improve our mood, our health, and even our grades. In short, it's good for you. So make time for music, and you won't regret it!

*Third party trademark Group Health Research Institute® was used in these testing materials.*

- 25** What is the most likely reason the author wrote this selection?
- A** To describe the best places for people to listen to music
  - B** To show why athletes should listen to more music
  - C** To explain that music is more powerful than many people realize
  - D** To suggest that music is the best way to fix bad habits
- 

- 26** What can the reader infer about the results of the research study described in paragraph 5?
- F** A certain type of music encourages restful sleep for college students.
  - G** Music helps college students understand the importance of sleep.
  - H** College students are too busy to listen to music at night.
  - J** College students like classical music better than other kinds of music.
- 

- 27** What claim does the author make in the selection?
- A** Teachers want their students to listen to music in class.
  - B** People should listen to music more regularly.
  - C** Students should avoid listening to music once they fall asleep.
  - D** Listening to music makes people want to exercise.

**28** Based on the information throughout the selection, what can the reader conclude about students who listen to music during a test?

- F** Students will likely fall asleep during a test if there is music playing.
  - G** Students will get their blood pumping if they listen to music during a test.
  - H** Students will be less bored if they are able to listen to music during a test.
  - J** Students will feel calmer during a test if there is music playing.
- 

**29** What is the best summary of the selection?

- A** There are many reasons why people should listen to music. Studies show that music can improve your mood. Music is also good for the mind and body.
- B** Many people enjoy listening to music. It helps them feel less worried. In fact, one study showed that listening to music before bed can make people happier.
- C** Not everyone chooses to listen to music. However, some people listen to music because it helps them learn. Music is also good for people who have trouble sleeping.
- D** Music is able to help people become healthier. In addition, music helps people when they are trying to learn. Students who listen to music during a test get better grades.

**30** Look at this photograph from the selection.



A young girl enjoys listening to music.

© iStock.com/hidesy

What is the most likely reason the author includes this photograph?

- F** To show that some people like music with a fast beat
- G** To show how some people respond to music
- H** To show that music can help people learn
- J** To show how music causes changes in the brain

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**31** The author uses a problem-and-solution organizational structure in the section titled “Music Helps You Sleep” to help the reader understand —

- A** that music allows people to feel more rested
- B** why most college students do not get enough sleep
- C** the steps to follow before going to sleep
- D** how music is able to get students to relax

Read the selection and choose the best answer to each question. Then fill in the answer on your answer document.

## Good Night

*by Maxine W. Kumin*

Of course there's nothing  
in the night  
that isn't there by day —  
except that sometimes  
5 by moonlight  
the curtain has a way  
of whispering to the shade  
and shapes begin  
to bump and play  
10 as though two ghosts  
had things to say  
and suddenly  
I'm afraid.

That's not why I  
15 put on the light.  
I know just what you'll say —  
of course there's nothing  
in the night  
that isn't there by day.  
20 The reason is,  
I think,  
my bed's too cold,  
my bed's too hot,  
I had a dream,  
25 I don't know what,  
I need  
a little drink.

And once I see  
that I'm all right,  
30 of course there's nothing  
in the night  
and that's when I  
put out the light.

Used with permission.

**32** In line 12, the suffix *-ly* in the word suddenly helps the reader understand that suddenly means —

- F** in a fast way
  - G** without being fast
  - H** known for being fast
  - J** a person who is fast
- 

**33** What is the most likely reason the poet includes the figurative language in lines 6 and 7 of the poem?

- A** To suggest that the speaker's room is too quiet at night
  - B** To emphasize what causes the speaker to imagine something
  - C** To describe objects that cannot be seen during the night
  - D** To emphasize why the speaker's room is too dark at night
- 

**34** Which line from the poem best explains the speaker's problem?

- F** that isn't there by day — (line 3)
- G** I'm afraid. (line 13)
- H** I know just what you'll say — (line 16)
- J** The reason is, (line 20)

**35** Which line helps the reader understand that the poet uses a first-person point of view in the poem?

**A** Of course there's nothing (line 1)

**B** except that sometimes (line 4)

**C** by moonlight (line 5)

**D** that I'm all right, (line 29)

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**36** What theme does the poet express in the poem?

**F** Dreams make life more interesting.

**G** People need to accept advice from others.

**H** Some problems come from our imagination.

**J** Some new experiences are more pleasant than others.







**STAAR  
GRADE 4  
Reading  
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