

GRADE 4
Reading

Administered April 2015

RELEASED

READING

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

My What Is Showing?

by Helen Kampion

- 1 "See ya," grinned my brother Joey, as we hopped off the school bus. "Oh, by the way, Jen, your epidermis is showing."
- 2 "My what?" I asked.
- 3 "Your epidermis," Joey leaned closer and whispered. "Everyone can see it."
- 4 "Oh." I ran up the school steps, down the hall, and into the Girls' Room. My best friend, Megan, came running after me.
- 5 "Jen, what's wrong?" Megan asked.
- 6 "Is my epidermis showing?" I asked.
- 7 "I don't know," Megan replied. "What's an epidermis?"
- 8 "I don't know, but I must look weird if it's showing," I said. "Do you see anything wrong?"
- 9 "No, you look okay," answered Megan. "Maybe Joey was teasing you."
- 10 "Maybe," I replied as the bell rang. "Come on, we'll be late." As we were walking down the hall, we saw Mrs. Warden, our science teacher.
- 11 "Ask her," whispered Megan.
- 12 "I can't," I replied. "She'll think I'm silly."
- 13 "Go ahead. She's really nice," urged Megan.
- 14 "Okay, I'll do it," I said as we headed toward her. "Mrs. Warden, can I ask you something?" I hesitated, but then just blurted out my question. "Is my epidermis showing?"

- 15 "Of course it is," chuckled Mrs. Warden.
- 16 "Thanks," I said as we hurried off. "Now what am I going to do?"
- 17 "I don't know. Let's go to the library at lunch and look it up," suggested Megan.
- 18 "Okay," I groaned. We walked to class. No one laughed at me right away. Then Emily and Ann looked at me and started to giggle.
- 19 I just knew it was because my epidermis was showing. I was so embarrassed. Finally, it was lunch time! We ran to the library, headed straight to the big dictionary, and opened it to the E's.
- 20 "Okay, how do you spell it?" Megan asked.
- 21 "Well, it sounded like Joey said, 'EP-I-DER-MUSS.'" We started looking through the EP-I's. We found epiblast, epic, and finally, we found EP-I-DER-MIS!
- 22 "What does it say? What does it mean?" asked Megan.
- 23 "You're not going to believe this," I laughed. "It says epidermis is the outer skin. Joey was telling me that my skin was showing!"
- 24 "And you thought it was something bad," chuckled Megan. "What're you going to do?"
- 25 "I've got an idea." I went back to the dictionary and began looking through it. "Megan, look at this," I said.
- 26 "It's perfect," giggled Megan.
- 27 "Yeah. I can play the vocabulary game too," I said with a smile on my face. "Just wait until tonight at dinner."
- 28 When I got home from school, I went to my room and stayed there until Mom called us to dinner. "Be right there," I shouted. It was time to put my plan into action. I waited until everyone was seated and then walked into the dining room.
- 29 "Jennifer, what are you doing?" asked Dad.



30 "What's going on?" laughed Mom.

31 Joey just stared at me. I had on shoes, socks, pants, a turtleneck, a ski mask, goggles, and gloves. I even wrapped a scarf around my nose and mouth. Not one inch of skin was showing anywhere! I looked straight at Joey and said, "Not only is your epidermis showing, but so is your proboscis."¹

32 "My what?" asked Joey.

"My What Is Showing?" by Helen Kampion from Hopscotch Magazine, August/September 2011.

¹ *Proboscis* is another word for "nose."

- 1** Jen’s actions at school suggest that she —
- A** is shy around people she does not know well
 - B** cares about what people think of her
 - C** does not like searching for information
 - D** has only a few friends in her class
-

- 2** The reader can tell that “My What Is Showing?” is realistic fiction because it —
- F** exaggerates the abilities of the main character
 - G** tells a story that has been handed down from generation to generation
 - H** tells about events that could happen in life today
 - J** describes events and actions that took place long ago
-

- 3** Jen’s main conflict is resolved when —
- A** Mrs. Warden answers her question
 - B** she learns what her epidermis is
 - C** Joey says her epidermis is showing
 - D** she covers herself entirely with clothing

4 In paragraph 14, what does the word hesitated mean?

- F** Paused
 - G** Shivered
 - H** Imagined
 - J** Shouted
-

5 Who is the narrator of this story?

- A** Jen
 - B** Joey
 - C** Megan
 - D** An outside observer
-

6 In paragraph 3, what is the most likely reason Joey whispers?

- F** He wants to make sure Jen understands him.
- G** He does not want others to notice Jen's epidermis.
- H** He does not want the bus driver to hear what he says.
- J** He wants Jen to think epidermis means something shocking.

- 7** By the end of the story, what can the reader conclude about Joey and Jen's relationship?
- A** They spend little time together.
 - B** They often fight with each other.
 - C** They share many common interests.
 - D** They enjoy playing jokes on each other.

-
- 8** Which of these is the best summary of the story?
- F** Jen thinks her epidermis is exposed while she is at school, but she laughs when she finds out that the word just means "skin." Then she waits until dinnertime to share a difficult word that she learned with Joey.
 - G** Joey tells Jen her epidermis is showing, which worries her because she does not know what the word means. After learning that it means "skin," she surprises Joey by telling him that his proboscis is showing.
 - H** Jen feels like people are laughing at her because her epidermis is showing. When she looks up the word in the dictionary, she laughs. Then she tells Megan about a plan she has made.
 - J** After Joey scares Jen by saying her epidermis is showing, Jen asks her teacher Mrs. Warden about it. Then Jen and Megan spend all morning trying to learn what an epidermis is.

- 9 Jen covers herself up before coming into the dining room most likely because she wants to —
- A stop thinking about whether her skin is showing
 - B find out whether Joey knows the meaning of epidermis
 - C help Joey understand how his comment made her feel at school
 - D show Joey that she now knows the meaning of epidermis

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

Barkitecture

- 1 There's a new house in the neighborhood. Although smaller than the other houses, this new shelter is definitely the most interesting. A sunroof allows the sun to warm the house during the winter months. A spout collects fresh rainwater. A decorative awning hangs over the door, providing protection during rainy weather. Who is the proud occupant of this house? A dog! In his new Barkitecture house, he's the luckiest pup on the block.
- 2 The process of designing houses for dogs is sometimes called Barkitecture. This term comes from a book by Fred Albert titled *Barkitecture*, which shows some of the most amazing doghouses ever built. Special doghouses are now built and sold at Barkitecture events to raise money for animals in need. Architects (people who design buildings) plan and build many of these doghouses. People who want doghouses bid on the ones they like best. The person who makes the highest offer for a certain doghouse gets to take it home.
- 3 The money collected during Barkitecture events is given to organizations that provide animals with food, shelter, or medical care. The money also helps animals in need by paying for pet adoptions and teaching families how to take care of pets.
- 4 The features of Barkitecture doghouses are not often found on typical doghouses. Some Barkitecture doghouses are designed to resemble log cabins or even famous buildings.
- 5 Any type of building material can be used to make a doghouse for such an event. Builders choose materials according to whether the doghouse will be used indoors or outdoors. Some people



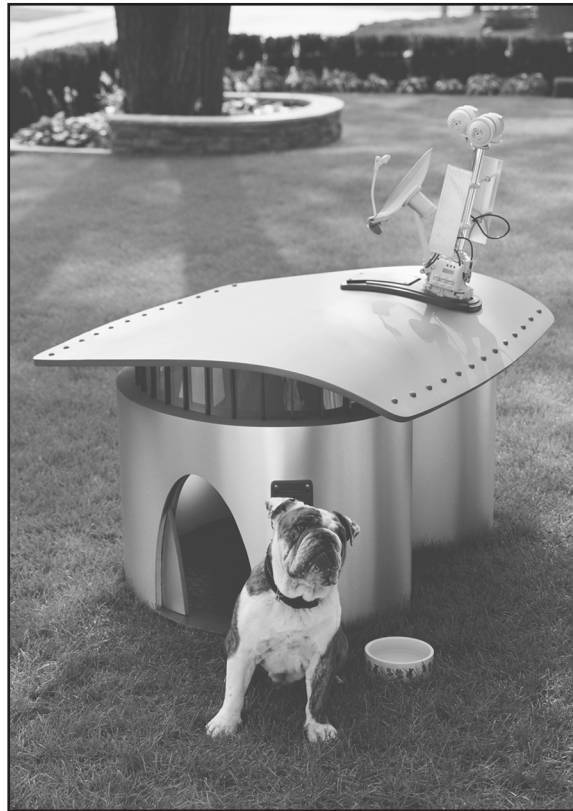
A Log-Cabin-Style Doghouse

© CORBIS/SuperStock

use recycled materials to build doghouses. The only rule is that the doghouses must be practical. For example, a house made completely of chew bones might be cute—but it might be eaten rather than lived in.

6 Barkitecture events offer a variety of enjoyable activities. There are areas where dogs and their owners can play. People from pet-adoption organizations set up information booths and distribute helpful materials that explain how to care for dogs. At other booths pet owners can buy treats such as chicken-chip cookies and chicken-liver brownies. Guests are treated to a doggy fashion show featuring pups modeling outfits. And, of course, the dogs can test out the different houses.

7 Barkitecture events are becoming very popular. Some of the fancy doghouse designs have been featured in newspapers and on television. The designs can be seen on the Internet, too. The imagination and creativity of the people who enter the events are also recognized. Ribbons are awarded in categories such as best in show, people's choice, kids' choice, most environmentally friendly doghouse, and most unusual doghouse. Next time you hear about a



Barkitecture doghouses can be quite unusual.

© Flirt/SuperStock

Barkitecture event in your area, you might want to attend. You'll be amazed at what you see—and your canine friend will enjoy it too!

10 In paragraph 5, the word practical means —

- F** colorful
- G** detailed
- H** useful
- J** comfortable

11 According to the selection, the main goal of a Barkitecture event is to —

- A** encourage people to become pet owners
- B** raise money to help animals
- C** identify animals that need shelter
- D** create interest in building doghouses

12 Which sentence from the selection presents an opinion?

- F** *In his new Barkitecture house, he's the luckiest pup on the block.*
- G** *The process of designing houses for dogs is sometimes called Barkitecture.*
- H** *Some people use recycled materials to build doghouses.*
- J** *And, of course, the dogs can test out the different houses.*

13 What do the details in paragraph 6 explain about Barkitecture events?

- A** The events are intended for small dogs.
- B** People can build houses for their dogs at the events.
- C** The events offer more than interesting doghouses.
- D** Leaders of pet organizations plan the Barkitecture events.

14 Which sentence from the selection best shows that pets are welcome at Barkitecture events?

- F** *There are areas where dogs and their owners can play.*
- G** *At other booths pet owners can buy treats such as chicken-chip cookies and chicken-liver brownies.*
- H** *Barkitecture events are becoming very popular.*
- J** *The imagination and creativity of the people who enter the events are also recognized.*

15 What is the most likely reason the author included the photographs with the selection?

- A** To show that Barkitecture doghouses are carefully selected by purchasers
- B** To show examples of the most common Barkitecture doghouses
- C** To show how each Barkitecture doghouse reflects a different style
- D** To show doghouses that earned awards at Barkitecture events

16 Which words from paragraph 2 help the reader know the meaning of bid?

- F** *plan and build many of these*
- G** *shows some of the most amazing*
- H** *makes the highest offer*
- J** *raise money for animals*

17 Based on the descriptions of Barkitecture doghouses in the selection, what can the reader conclude about the people who build them?

- A** They are encouraged to be creative when designing their structures.
- B** They have to learn the correct way to design doghouses.
- C** They think that their doghouses are worth more than people are willing to pay.
- D** They believe that their structures are too nice for dogs to use.

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

Prince of Central Park

- 1 New York City is the largest city in the United States. It has many tall buildings. In the middle of the city, surrounded by these buildings, is Central Park.

An Unlikely Habitat

- 2 Central Park has walking trails and bike paths that wind around ponds and trees. When people want to enjoy the outdoors, they come to this wildlife refuge. They can watch many birds and other animals that live there. Since 1991 the park has also been a great spot to observe a special bird—a red-tailed hawk.



© Michael Yamashita/CORBIS

Central Park covers 843 acres, which is the size of 800 football fields!

- 3 Bird-watchers named the male hawk Pale Male because of his light-colored feathers. It is not common for these migrating birds to make their home in New York City. Once people noticed the hawk, they started bringing chairs and binoculars so that they could get a closer look at him. They hoped he would stay in the area.

- 4 Central Park turned out to be a good place for Pale Male. There was plenty of food around. The observers were delighted when Pale Male found a mate. Soon everyone knew her as Lola.

An Unusual Place to Raise Youngsters

- 5 When Lola first arrived, the bird-watchers were excited. They watched Pale Male catch the attention of the lovely female bird. Would the two hawks be able to build a nest and raise their young? They surely did, but not in a tree. The pair built their nest on the side of an apartment building that bordered the park. The hawks had quite a view from 12 stories high.
- 6 More people began to watch as the time came for Lola to lay eggs. When the nest finally held some eggs, people waited to see whether the eggs would hatch. When tiny baby hawks began to peek their fuzzy heads above the nest, the crowd cheered.



© Adam Rountree/Associated Press

Pale Male's nest is high above a street near Central Park.

- 7 The bird-watchers then prepared for the next event. It was time for the new babies to learn to fly. Pale Male began flying near the nest with something tasty in his beak. He hoped to lure the babies to the edge of the nest, where he was waiting to reward them. What a great way for the young birds to learn to trust in their ability to fly!

Challenges for the Hawks

- 8 Life in the city can be difficult for the hawks. There was a group of crows that were not happy to see a hawk in their neighborhood. To them, the hawk was an enemy. He would be competing for their food, so they wanted to chase Pale Male away.
- 9 A few people living in the apartment building also wanted Pale Male and his family to leave. They didn't want a messy nest attached to their building. People had to duck or step over the droppings that Pale Male and Lola left. Some people wanted the nest to be moved.

Solving One Problem

- 10 When the owners of the building took the birds' nest down, the fans of Pale Male and Lola wanted to help the hawks. They asked that the birds be allowed to rebuild their nest on the side of the apartment building. It's a good thing that the owners agreed, because Pale Male had already begun to reconstruct the nest in the exact same spot! So the owners of the building had a "cradle" built below the nest to catch any falling objects. It would keep the people who lived there safe and free from messy sidewalks.
- 11 As of 2010, it has been 19 years since Pale Male was first spotted in Central Park. He and Lola are still seen around the area, and they still have their nest on the same building. Pale Male swoops and dives. He puts on a grand show for the loyal friends who continue to watch from below. Lions may rule the grasslands, but Pale Male is truly the Prince of Central Park.

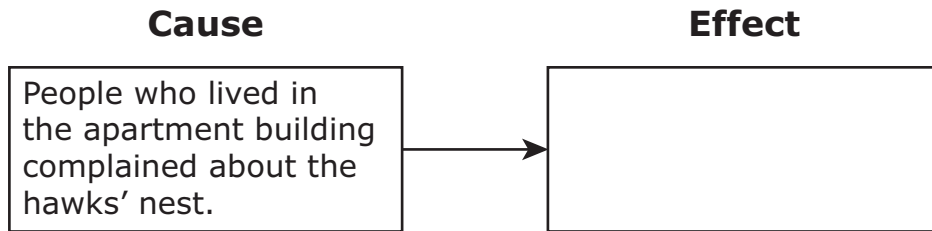
18 Why does the author include the information in paragraph 1?

- F** To define an unfamiliar word
- G** To suggest a place to visit
- H** To present a problem that needed to be solved
- J** To describe where the events occurred

19 The selection “Prince of Central Park” is mostly about —

- A** where people go to see red-tailed hawks
- B** how red-tailed hawks care for their babies
- C** what happens when two hawks make a nest near Central Park
- D** why some people did not want hawks to live near Central Park

20 Look at the diagram below.



Which sentence best completes the diagram?

- F** The building's owners removed the nest.
- G** Bird-watchers took pictures of the nest.
- H** People living in the apartment building moved to another location.
- J** Bird-watchers met with building owners to discuss a plan.

21 In paragraph 7, the word lure means to —

- A** rush
- B** tempt
- C** swing
- D** push

- 22** Which section explains why Pale Male was permitted to rebuild his nest on the side of the apartment building?
- F** An Unlikely Habitat
 - G** An Unusual Place to Raise Youngsters
 - H** Challenges for the Hawks
 - J** Solving One Problem

-
- 23** Based on the selection, what is unusual about the hawks' nest?
- A** The materials used to make the nest
 - B** The place the birds chose to build the nest
 - C** The size of the nest the birds created
 - D** The number of eggs that hatched in the nest

24 What is the best summary of the selection?

- F** A hawk named Pale Male and his mate built a nest near Central Park. Before long, they were raising baby hawks in their nest. Some people had a problem with the hawks and wanted the family of birds to find a new home.
- G** People were happy when a hawk chose to make his home in a city where hawks are not commonly seen. Some residents living near Central Park were upset when the hawk and his mate built a nest on their building. Finally New Yorkers found a solution that worked for humans and hawks.
- H** Some people in New York City were upset about a hawk family that lived near them. After they complained, building owners tried to make the hawks move away from Central Park. But the hawks rebuilt a nest in the same place.
- J** A hawk named Pale Male found a mate and built a nest near Central Park. Soon the hawks had a family. The bird-watchers in the area were thrilled to have a hawk family to observe. They cheered while viewing the hawks and wanted to help them stay.

25 After the hawks rebuilt their nest, fewer people complained most likely because —

- A** the sidewalk below the nest stayed clean
- B** they realized that the hawks were not going to leave
- C** they were tired of explaining their concerns to others
- D** the nest was not as large as the first nest the hawks had built

Read the next two selections. Then choose the best answer to each question.

The Sandcastle

We're going to the beach, to the playground near the sea.
To the sandbox near the fountain, beneath the big palm tree.
The perfect site for best-friend fun, the spot for you and me.
Here, we'll build a mighty castle on the playground near the sea.

- 5 Let's fill a bucket with water and pour it on the land.
To make the sand muddy and damp, to work with it by hand.
Now pile the sand up in the center—as much as your fingers can.
To start a mighty castle on the playground made of sand.

- Then make the sand like towers; form walls that stretch up high.
10 Add more water now and then; don't let that sand get dry!
Our work is good but not quite done; care to give another try?
This mighty sandy castle has yet to reach the sky!

- Yes, the sun has gotten lower; our shadows have grown gray.
And the sand is getting dry again—much too dry for play.
15 So let's skip on home to dinner, looking back once more to say,
"We built a mighty castle on the playground on this day."

Building a Better Sandcastle

1 Foamy waves splash upon the beach. A misshapen pile of wet sand is out of reach of the waves. Plop! A child dumps a bucket of sand on the mound and then carves lines into it. After some time the pile of sand looks somewhat like a castle. Holes in the sides of the mound look like windows. A tower with flat ledges sticks up on one side, while the wall on the other side has crumbled.

Not Just Child's Play

2 On many beaches it is common to see children building sandcastles. However, the results of their efforts seem clumsy or careless when compared to the magnificent castles found in book illustrations and fairy tales. But building a sandcastle that looks as good as a castle in a drawing is not easy.

3 Some people think that all that is needed to build a sandy masterpiece is a plastic bucket and a shovel. But building an expert sandcastle really requires patience and attention to detail, as well as the proper tools. Some sandcastle builders are actually professional sand sculptors. They have mastered their art through practicing and learning from other sand sculptors. The tricks these sculptors know can help anyone build a better sandcastle.



Sandcastle on a Public Beach

© iStockphoto.com/amit erez

Tricks of the Pros

- 4 A strong sandcastle needs sand that is just the right wetness. Dry sand will crumble. Sand that is too wet will be soggy. Some experts say it is best to fill a bucket with water and then add sand to it. They know the sand is just right when it can be molded by hand and keep a shape. To start a sandcastle, expert builders pile sand on the ground. They don't worry about the shape when getting started, and neither should you. Just make sure to have enough sand to complete the project.
- 5 For beginners it may be easier to pack sand into a bucket and tip the bucket over onto the ground. Some experts use wooden beams to make walls to hold the sand together and then pack the sand until it becomes firm. Once the sand is firm enough, they remove the wooden beams, leaving a block of sand. Having compact sand is a really important step in the process of making a great sandcastle. Even experts agree that no matter what you are making, big or small, it is vital to pack the sand tightly.
- 6 It's important to get the main part of the castle just right. If a tall, round tower is the goal, the bottom should be wide and well packed and have a smooth surface. Tall towers will begin to fall if the base is too small.

Tools of the Trade

- 7 After the sandcastle is shaped, it is time to carve the details. Expert sculptors use all kinds of tools to carve. Garden shovels can be used to shape the walls. Pointed tools are good for making smaller details, such as stairs. Some experts use kitchen tools, such as rubber spatulas. Others prefer small artists' tools, such as paint knives. Fun tools for kids include Popsicle sticks and toothpicks.
- 8 When building sandcastles, even the best sculptors make mistakes. But there's no need to worry. A paintbrush can act like an eraser. It can smooth out areas so that an artist can add just the right details. If the brush removes too much sand, the artist simply adds more.

- 9 As experts carve, the sand may start to dry out. Some experts keep a spray bottle full of water nearby to keep the sand damp so it won't crumble. Then when they finish carving, they might add ornaments to their creation. Seashells and seaweed are sometimes used to decorate walls and towers.
- 10 Building a sandcastle is a great way to spend time at the beach. By following this advice from experts, you, too, can make a sandcastle that looks like it belongs in a fairy tale!

**Use “The Sandcastle” (p. 24) to answer questions 26–29.
Then fill in the answers on your answer document.**

- 26** Lines 1 through 4 are important to the poem because they —
- F** introduce the speaker’s problem
 - G** describe the setting
 - H** ask the reader important questions
 - J** identify the speaker’s friend
-
- 27** Which line from the poem best helps the reader picture the speaker’s sandcastle?
- A** Let’s fill a bucket with water and pour it on the land.
 - B** To make the sand muddy and damp, to work with it by hand.
 - C** To start a mighty castle on the playground made of sand.
 - D** Then make the sand like towers; form walls that stretch up high.

28 Read lines 15 and 16 from the poem.

So let's skip on home to dinner, looking back once more to say,
"We built a mighty castle on the playground on this day."

These lines emphasize that the speaker most likely feels —

- F** worried that the sandcastle is not finished
- G** confused about what will happen to the sandcastle
- H** surprised by the height of the sandcastle
- J** pleased to have spent the day working on a sandcastle

29 In stanza 3, the reader can conclude that the speaker —

- A** has more important tasks than finishing the sandcastle
- B** would rather build the sandcastle alone
- C** is not yet satisfied with the sandcastle
- D** is unsure of how the completed sandcastle should look

Use “Building a Better Sandcastle” (pp. 25–27) to answer questions 30–33. Then fill in the answers on your answer document.

- 30** According to information in “Building a Better Sandcastle,” a tall sandcastle tower might fall if —
- F** its base is too small to support it
 - G** it is not built by an expert sculptor
 - H** too many details are carved into the sandcastle
 - J** tools are not used when building the sandcastle

-
- 31** In paragraph 1, the prefix *mis-* helps the reader determine that the word misshapen means —
- A** badly shaped
 - B** having many shapes
 - C** before being shaped
 - D** being shaped again

- 32** The author wrote this selection mainly to —
- F** provide the history of sandcastle building
 - G** explain how to construct a sandcastle successfully
 - H** tell about some famous sandcastle builders
 - J** describe different kinds of sandcastles

-
- 33** According to the selection, a paintbrush can be used when building a sandcastle in order to —
- A** correct errors
 - B** pack the sand
 - C** add decorations
 - D** carve details

Use “The Sandcastle” and “Building a Better Sandcastle” to answer questions 34–37. Then fill in the answers on your answer document.

- 34** The speaker in the poem and the author of the selection both emphasize the importance of —
- F** selecting the perfect location for building a sandcastle
 - G** using items from nature to decorate a sandcastle
 - H** mixing the sand just right before building a sandcastle
 - J** finishing the details of a sandcastle in just one day
-
- 35** With which statement would the poet and the author of the selection most likely agree?
- A** It is important to ask for help when building a sandcastle.
 - B** The details of a sandcastle should be carved by hand.
 - C** Children like building sandcastles more than adults do.
 - D** A well-made sandcastle takes time to build.

- 36** How do “The Sandcastle” and “Building a Better Sandcastle” differ in their description of sandcastles?
- F** Only the poem describes the steps to follow while building a sandcastle.
 - G** Only the poem includes a list of tools useful for building a sandcastle.
 - H** Only the poem provides a personal account of building a sandcastle.
 - J** Only the poem identifies problems with building a sandcastle.

-
- 37** Read line 10 from the poem.

Add more water now and then; don't let that sand get dry!

Which sentence from “Building a Better Sandcastle” suggests that experts have a similar concern when building sandcastles?

- A** *Once the sand is firm enough, they remove the wooden beams, leaving a block of sand.*
- B** *It's important to get the main part of the castle just right.*
- C** *After the sandcastle is shaped, it is time to carve the details.*
- D** *Some experts keep a spray bottle full of water nearby to keep the sand damp so it won't crumble.*

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

Becky Schroeder, Young Inventor

- 1 Do you ever wish for a tool that would make your life easier? Becky Schroeder didn't just wish for such a tool—she *invented* one! And she was only 10 years old when she got the idea for her invention.
- 2 One day Becky was waiting inside her family's car while her mother was shopping. Becky was trying to finish her math homework, but it was getting dark outside. Since there was no flashlight in the car, she wondered how she could solve her problem.
- 3 "So I thought it would be neat to have my paper light up somehow, and that's when the idea came to me," Becky said.
- 4 Becky was certain she had a good idea; she just needed to turn it into a good plan. She thought about her glow-in-the-dark toys and tried to figure out how they worked and what made them glow. She studied a Frisbee and decided that it must be made of a material that reflected light.
- 5 Becky's father took her to a hardware store, where they bought a special paint that glows after it has been exposed to light for a short time. Becky tried an experiment in her bathroom. It was the ideal place to test her idea because it was the darkest room in the house. First she applied the special paint to a piece of paper and held the paper up to a lightbulb. When she turned the light off, the paint on the paper glowed.
- 6 Next Becky applied the special paint to a plastic board. Her plan was to make the board glow. She hoped that if she could get it to glow, the light would shine through a piece of paper placed on top of the board. She held the board up to the light for several seconds and found that her conclusion was correct—the painted board glowed. She would be able to write on a piece of paper even in the dark!



Becky shares her invention.

© AP Images/John Duricka # 750209189

- 7 Soon a big-city newspaper published a story about Becky’s invention, which she had named Glo-Sheet. People and businesses began ordering Glo-Sheets. They loved her simple new tool because they could use it anytime they needed to write in the dark. Medical workers used it when they needed to make notes while caring for patients during nighttime. Theater critics used it to write notes while they watched plays in dark theaters. Scientists at NASA heard about the Glo-Sheet and wondered whether its inventor had ever worked for the space agency. They had trouble imagining how a 10-year-old could have invented this amazing tool.

- 8 Becky became the president of her own company and the youngest girl ever to receive a U.S. patent. Her patent made Becky the only person who had the right to make Glo-Sheets and prevented anyone else from producing them. Becky worked to improve her invention and tested new uses for Glo-Sheets. She experimented with materials such as plastic and cloth. She also tried using different colors and sizes of Glo-Sheets. Eventually, she earned patents for other types of Glo-Sheets. Her invention wasn’t just for math homework anymore.

38 Becky studied her glow-in-the-dark toys most likely because they —

- F** could be used in rooms without windows
- G** were not popular before Glo-Sheets were invented
- H** provided light when no other source was available
- J** were invented for use by NASA astronauts

39 The author describes events in sequential order mainly to —

- A** show that inventing something requires time and patience
- B** explain how Becky thought of and created her invention
- C** get readers interested in trying Becky's invention
- D** show readers how to create their own Glo-Sheets

- 40** What effect did the newspaper article about Becky's invention have?
- F** It helped people learn about a useful new product.
 - G** It gave Becky ideas for ways to use plastic and other materials.
 - H** It encouraged Becky to think about how others could benefit from her invention.
 - J** It prevented other people from copying Becky's idea.

-
- 41** Which words from paragraph 8 help the reader understand the meaning of right?
- A** *became the president*
 - B** *worked to improve*
 - C** *prevented anyone else from producing them*
 - D** *experimented with materials*

42 An important idea presented in this selection is that —

- F** patience is required for success
- G** difficult questions are not easy to answer
- H** receiving an award is an honor
- J** young people can be quite creative

43 The photograph included with the selection shows —

- A** the reason people were surprised by Becky's invention
- B** which companies purchased Becky's invention
- C** the process Becky followed to create her invention
- D** that people were interested in Becky's invention

44 Read this sentence from paragraph 5.

Becky's father took her to a hardware store, where they bought a special paint that glows after it has been exposed to light for a short time.

What does this sentence suggest about Becky's father?

- F** He was familiar with the methods used by successful scientists.
- G** He wanted to share the credit for his daughter's invention.
- H** He was willing to support his daughter's idea.
- J** He was the person responsible for his daughter's success.

BE SURE YOU HAVE RECORDED ALL OF YOUR ANSWERS
ON THE ANSWER DOCUMENT.



**STAAR
GRADE 4
Reading
April 2015**