

End of Grade 4 Reading Table of Contents

Stand-Alone Reading Items (no text passage)			
Reading Content Clusters	Item Numbers	Reading GLEs	Pages
Vocabulary	1, 2, 3	R-4-3.1	3
	4, 5	R-4-3.2	4

Passage-Related Reading Items for Literary Text – “The Best Summer Night Is...”			
(See page 2 for Supplemental Information about Text Passages Used for End of Grade 4)			
Reading Content Clusters	Item Numbers	Reading GLEs	Pages
Vocabulary	No sample vocabulary items for this passage		
Initial Understanding	1, 2	R-4-4.1	6
Analysis & Interpretation	SEE GRADE 6 for analysis & interpretation items for this passage		

Passage-Related Reading Items for Literary Text - “Observer”			
(See page 2 for Supplemental Information about Text Passages Used for End of Grade 4)			
Reading Content Clusters	Item Numbers	Reading GLEs	Pages
Vocabulary	No sample vocabulary items for this passage		
Initial Understanding	No sample initial understanding items for this passage		
Analysis & Interpretation	1, 2, 3	R-4-5.2	8
	4	R-4-5.4	9
	5, 6	R-4-5.5	9

Passage-Related Reading Items for Informational Text – “A Brick to Cuddle Up To”			
(See page 2 for Supplemental Information about Text Passages Used for End of Grade 4)			
Reading Content Clusters	Item Numbers	Reading GLEs	Pages
Vocabulary	1	R-4-2.1	12
	2	R-4-3.1	12
Initial Understanding	3, 4	R-4-7.1	13
	5, 6, 7, 8	R-4-7.2	14
	9	R-4-7.3	15
Analysis & Interpretation	10	R-4-8.1	15
	11, 12, 13	R-4-8.3	16

Supplemental Information about Text Passages Used for End of Grade 4		
Title of Passage	Text Type	Text Descriptors
“The Best Summer Night Is... (poem)” by Jill Esbaum	Literary Poetry	<ul style="list-style-type: none"> ❖ Includes familiar setting (summer night, city park) ❖ Varied vocabulary, but generally familiar; use of descriptive language and imagery (e.g., glitter stitches, starry quilt, BOOM) ❖ Use of (narrator’s) voice – told in first person ❖ Content builds from familiar experiences (e.g., summer, fireworks) ❖ Straightforward text structure ❖ Limited range of punctuation used – ellipses, dash, comma, period
“Observer,” by Naomi Shihab Nye	Literary Poetry	<ul style="list-style-type: none"> ❖ Varied vocabulary, but generally familiar; use of descriptive language and imagery (e.g., cloud sweeps by silently, horse snorts, caterpillar inches, blue glass lets light pass through) ❖ Use of (narrator’s) voice – told in first person ❖ Content builds from familiar experience (e.g., watching/comparing how things move) ❖ Straightforward text structure ❖ Limited range of punctuation used – comma, period, question mark
“A Brick to Cuddle up To,” from <i>Highlights for Children</i> (1991)	Informational Historical	<ul style="list-style-type: none"> ❖ Includes complex information - historical summary ❖ Varied vocabulary, but generally familiar; use of descriptive language and imagery (e.g., toasty space, icy sheets); Content-specific words defined or explained in context ❖ Use of (narrator’s) voice – told in third person ❖ Straightforward text structure Limited range of punctuation used – period, comma, dash, quotation marks
<p>For more information about “Increasing Text Complexity,” see NECAP Reading GLEs Grades 3-8 – Appendix F</p> <p>For more information about Suggested Informational and Literary Texts, see NECAP Reading GLEs Grades 3-8 – Appendix A</p>		

Stand-Alone Reading Items	
Sample Reading Items for End of Grade 4	Information about the Items
<p>Read the following sentence.</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> Jacob did not want to go outside because the temperature was below <u>freezing</u>. </div> <p>1. Which meaning of <u>freezing</u> is used in the sentence?</p> <p>A. cool B. cold C. frigid D. chilly</p>	<p>R-4-3.1 (shades of meaning) Key: C</p> <p>Item Type: MC – stand alone</p> <p>Alignment to GLE R-4-3.1: Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings or relationships by ... Identifying <u>shades of meaning</u></p> <p>Depth of Knowledge: Level 2 - Use context cues to identify the meaning of unfamiliar words</p>
<p>Read the following sentence.</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> Since the man did not need to hurry, he _____ back to work. </div> <p>2. Which word BEST fits in the blank?</p> <p>A. jogged B. hiked C. ran D. strolled</p>	<p>R-4-3.1 (shades of meaning) Key: D</p> <p>Item Type: MC – stand alone</p> <p>Alignment to GLE R-4-3.1: Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings or relationships by ... Identifying <u>shades of meaning</u></p> <p>Depth of Knowledge: Level 2 - Use context cues to identify the meaning of unfamiliar words</p>
<p>3. A synonym (same meaning) for the word <u>courageous</u> is</p> <p>A. brave. B. strong. C. pleasant. D. overpowering.</p>	<p>R-4-3.1 (synonym) Key: A</p> <p>Item Type: MC – stand alone</p> <p>Alignment to GLE R-4-3.1: Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings or relationships by ... Identifying synonyms, antonyms</p> <p>Depth of Knowledge: Level 1 - Use word relationships (synonym/antonym) to determine meaning of words</p>

Stand-Alone Reading Items	
Sample Reading Items for End of Grade 4	Information about the Items
<p>Read the following sentence.</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>After being left in the sun, the food had turned <u>bad</u>.</p> </div> <p>4. What does <u>bad</u> mean in the sentence?</p> <p>A. naughty B. wrong C. rotten D. troubled</p>	<p>R-4-3.2 (use context, multiple meanings) Key: C</p> <p>Item Type: MC – stand alone</p> <p>Alignment to GLE R-4-3.2: Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings or relationships by ... Selecting appropriate words to use in context including words with multiple meanings</p> <p>Depth of Knowledge: Level 2 - Use context cues to identify the meaning of unfamiliar words</p>
<p>Use the definitions below to answer the question.</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>capital <i>n.</i> 1. a city or town that has an official seat of government 2. Wealth, as money or property <i>Adj.</i> 3. first and foremost: <i>principal</i> 4. Of or relating to a political capital</p> </div> <p>5. “Because he had a paper route, he had the <u>capital</u> to buy a new bicycle.”</p> <p>What is the BEST definition of <u>capital</u> as it is used in this sentence?</p> <p>A. definition 1 B. definition 2 C. definition 3 D. definition 4</p>	<p>R-4-3.2 (use context, multiple meanings) Key: B</p> <p>Item Type: MC – stand alone</p> <p>Alignment to GLE R-4-3.2: Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings or relationships by ... Selecting appropriate words to use in context including words with multiple meanings</p> <p>Depth of Knowledge: Level 2 - Use context cues or resources to identify the meaning of unfamiliar words</p>

Below is a poem about a summer night. Read the poem and then answer the questions that follow.

The Best Summer Night is . . .
By Jill Esbaum

CRICKET magazine, July 2004, Vol. 31, No. 11, text © 2004 by Jill Esbaum.

Passage-Related Reading Items for Literary Text: “The Best Summer Night Is . . .”	
Sample Reading Items for End of Grade 4	Information about the Items
<p>1. What is the main event in the poem?</p> <p style="margin-left: 40px;">A. The speaker meets a few friends. B. The speaker rests on a quilt. C. Fireworks light up the sky. D. Fireworks scare the speaker.</p>	<p>R-4-4.1 (identify events) Key: C</p> <p>Item Type: MC – related to passage</p> <p>Alignment to GLE R-4-4.1: Demonstrate initial understanding of elements of literary texts by... Identifying or describing major events or plot, as appropriate to text</p> <p>Depth of Knowledge: Level 1 - Identify or describe characters, setting, sequence of events</p>
<p>2. The speaker describes the best summer night. Use details from the poem to explain what is best about this night.</p>	<p>R-4-4.1 (describe events) Key: Scoring Guide</p> <p>Item Type: CR – related to passage</p> <p>Alignment to GLE R-4-4.1: Demonstrate initial understanding of elements of literary texts by... Identifying or describing major events or plot, as appropriate to text</p> <p>Depth of Knowledge: Level 2 - Identify and summarize the major events in a literary text</p>

The Poem “Observer” is about a person who likes to observe. Read the poem and then answer the questions that follow.

Observer
By Naomi Shihab Nye

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Passage-Related Reading Items for Literary Text: “Observer”	
Sample Reading Items for End of Grade 4	Information about the Items
<p>1. The speaker of the poem MOST LIKELY</p> <p style="margin-left: 40px;">A. moves around often. B. is thoughtful. C. misses her old friends. D. is afraid.</p>	<p>R-4-5.2 (character traits) Key: B</p> <p>Item Type: MC – related to passage</p> <p>Alignment to GLE R-4-5.2: Analyze and interpret elements of literary texts, citing evidence where appropriate by... Describing main characters’ personality traits; or providing examples of thoughts or actions that reveal characters’ personality traits</p> <p>Depth of Knowledge: Level 2 - Make basic inferences or draw basic conclusions about information presented in text</p>
<p>2. Which lines in the poem MOST clearly show that the speaker is caring?</p> <p style="margin-left: 40px;">A. lines 1-2 B. lines 5-6 C. lines 8 -9 D. lines15-16</p>	<p>R-4-5.2 (characters traits) Key: C</p> <p>Item Type: MC – related to passage</p> <p>Alignment to GLE R-4-5.2: Analyze and interpret elements of literary texts, citing evidence where appropriate by... providing examples of thoughts or actions that reveal characters’ personality traits</p> <p>Depth of Knowledge: Level 2 - Make basic inferences or draw basic conclusions about information presented in text</p>
<p>3. Explain how the speaker of the poem is an “observer.” Use details from the poem to support your response.</p>	<p>R-4-5.2 (character traits) Key: Scoring Guide</p> <p>Item Type: CR – related to passage</p> <p>Alignment to GLE R-4-5.2: Analyze and interpret elements of literary texts, citing evidence where appropriate by... Describing main characters’ personality traits; or providing examples of thoughts or actions that reveal characters’ personality traits</p> <p>Depth of Knowledge: Level 3 - Explain, generalize, or connect ideas, using supporting evidence from the text</p>

Passage-Related Reading Items for Literary Text: “Observer”	
Sample Reading Items for End of Grade 4	Information about the Items
<p>4. This poem is being told by</p> <p>A. a horse. B. a caterpillar. C. the “I” of the poem. D. the speaker’s mother.</p>	<p>R-4-5.4 (identifying speaker) Key: C</p> <p>Item Type: MC – related to passage</p> <p>Alignment to GLE R-4-5.4: Analyze and interpret elements of literary texts, citing evidence where appropriate by...Identifying who is telling the story</p> <p>Depth of Knowledge: Level 2 - Recognize appropriate generalizations about text</p>
<p>5. Which BEST states the message/theme of the poem?</p> <p>A. People can learn by watching their surroundings. B. A person’s environment tells what they are like. C. Challenges can be found everywhere. D. Animal movements can teach important lessons.</p>	<p>R-4-5.5 (message/theme) Key: A</p> <p>Item Type: MC – related to passage</p> <p>Alignment to GLE R-4-5.5: Analyze and interpret elements of literary texts, citing evidence where appropriate by... Identifying author’s message or theme</p> <p>Depth of Knowledge: Level 3 - Draw inferences about author’s message or theme (explicit or implied)</p>
<p>6. Explain the meaning of the title of the poem. Use details from the poem to support your response.</p>	<p>R-4-5.5 (message/theme) Key: Scoring Guide</p> <p>Item Type: CR – related to passage</p> <p>Alignment to GLE R-4-5.5: Analyze and interpret elements of literary texts, citing evidence where appropriate by... Identifying author’s message or theme</p> <p>Depth of Knowledge: Level 3 - Explain, generalize, or connect ideas, using supporting evidence from the text; Draw inferences about author’s purpose, author’s message or theme (explicit or implied)</p>

What was life like before there was heat? Read the article “A Brick to Cuddle Up To” and answer the questions that follow.

A Brick to Cuddle up To

1 Imagine shivering on a cold winter’s night. The tip of your nose tingles in the frosty air. Finally, you climb into bed and find the toasty treat you have been waiting for—your very own hot brick.

2 If you had lived in colonial days, that would not sound as strange as it does today. Winters were hard in this New World, and the colonists had to think of clever ways to fight the cold. At bedtime, they heated soapstones, or bricks, in the fireplace. They wrapped the bricks in cloths and tucked them into their beds. The brick kept them warm at night, at least for as long as its heat lasted.

3 Before the colonists slipped into bed, they rubbed their icy sheets with a bed warmer. This was a metal pan with a long wooden handle. The pan held hot embers from the fireplace. It warmed the bedding so well that sleepy bodies had to wait until the sheets cooled before climbing in.

4 Staying warm wasn’t just a bedtime problem. On winter rides, colonial travelers covered themselves with animal skins and warm blankets. Tucked under the blankets, near their feet, were small tin boxes called foot stoves. A foot stove held burning coals. Hot smoke puffed from small holes in the stove’s lid, soothing freezing feet and legs. When the colonists went to Sunday services, their foot stoves, furs, and blankets went with them. The meeting houses had no heat of their own until the 1800s.

5 At home, colonial families huddled close to the fireplace, or hearth. The fireplace was wide and high enough to hold a large fire, but its chimney was large too. That caused a problem: Gusts of cold air blew into the house. The area near the fire was warm, but in the rest of the room it might still be cold enough to see you breath.

6 Reading or needlework was done by candlelight, or by the light of the fire. During the winter, animal skins sealed the drafty windows of some cabins and blocked out the daylight. The living area inside was gloomy, except in the circle of light at the hearth.

7 Early Americans did not bathe as often as we do. When they did, their “bathroom” was the kitchen, in that toasty space by the hearth. They partially filled a tub with cold water, then warmed it up with water heated in the fireplace. A blanket draped from chairs for privacy also let the fire’s warmth surround the bather.

8 The household cooks spent hours at the hearth. They stirred the kettle of corn pudding or checked the baking bread while the rest of the family carried on their own fireside activities. So you can see why the fireplace was the center of a colonial home.

9 The only time the fire was allowed to die down was at bedtime. Ashes would be piled over the fire, reducing it to embers that might glow until morning.

10 By sunrise, the hot brick had become a cold stone once more. An early riser might get dressed under the covers, then hurry to the hearth to warm up.

- 11 Maybe you'd enjoy hearing someone who kept warm in these ways tell you what it was like. You wouldn't need to look for someone who has been living for two hundred years. In many parts of the country the modern ways didn't take over from the old ones until recently. Your own grandparents or other older people might remember the warmth of a hearthside and the joy of having a brick to cuddle up to.

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Passage-Related Reading Items for Informational Text: “A Brick to Cuddle Up To”	
Sample Reading Items for End of Grade 4	Information about the Items
<p>1. In paragraph 5, what does <u>gust</u> mean?</p> <p>A. a small surprise B. an abrupt rush of wind C. a sudden outburst D. a large force of heat</p>	<p>R- 4-2.1 (use context) Key: B</p> <p>Item Type: MC – related to passage</p> <p>Alignment to GLE R-4-2.1: Students identify the meaning of unfamiliar vocabulary by... Using strategies to unlock meaning (e.g., context clues)</p> <p>Depth of Knowledge: Level 1 - Select appropriate words to use in context when intended meaning is clearly evident</p>
<p>2. Which word is an antonym (opposite meaning) of <u>gloomy</u>?</p> <p>A. small B. cheerful C. confusing D. secret</p>	<p>R-4-3.1 (antonym) Key: B</p> <p>Item Type: MC – related to passage</p> <p>Alignment to GLE R-4-3.1: Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings or relationships by ... Identifying synonyms, antonyms</p> <p>Depth of Knowledge: Level 1 - Use word relationships (synonym/antonym) to determine meaning of words</p>

Passage-Related Reading Items for Informational Text: “A Brick to Cuddle Up To”	
Sample Reading Items for End of Grade 4	Information about the Items
<p>Read the index below from a book about colonial times.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p>Adams, Benjamin 34 Adams, John 38 Clothing styles 12 Crafts 6 Commerce 22 Gardens 25 Lumber trade 29 Main Streets 32 Trade(s) 22-24, 36-40 after the American Revolution 22 before the American Revolution 37 China 24 lumber 29 Sewing 7 Strawberry Banke 23 Washington 12</p> </div>	
<p>3. If you wanted to find information about food in colonial times, where is the BEST place to look?</p> <p>A. page 6 B. page 23 C. page 25 D. page 32</p>	<p>R-4-7.1 (use text features - index) Key: C</p> <p>Item Type: MC – related to passage</p> <p>Alignment to GLE R-4-7.1: Demonstrate initial understanding of informational texts (expository) by...Obtaining information from text features (e.g., <u>index</u>)</p> <p>Depth of Knowledge: Level 2 - Obtain information using text features of informational text</p>
<p>4. What is the MAIN reason there are four entries under Trade(s)?</p> <p>A. The book is about trade during colonial times. B. The book discusses different topics about trade. C. Trade is a difficult topic to understand. D. Trade was very important during colonial times.</p>	<p>R-4-7.1 (use text features - index) Key: B</p> <p>Item Type: MC – related to passage</p> <p>Alignment to GLE R-4-7.1: Demonstrate initial understanding of informational texts (expository) by...Obtaining information from text features (e.g., <u>index</u>)</p> <p>Depth of Knowledge: Level 2 - Obtain information using text features of informational text; Describe the characteristics or features of various types of text</p>

Passage-Related Reading Items for Informational Text: “A Brick to Cuddle Up To”	
Sample Reading Items for End of Grade 4	Information about the Items
<p>5. According to the article, the fireplace was MOST important to early Americans because it provided</p> <p>A. light. B. a place to visit. C. heat. D. a place to sleep.</p>	<p>R-4-7.2 (central ideas) Key: C</p> <p>Item Type: MC – related to passage</p> <p>Alignment to GLE R-4-7.2: Demonstrate initial understanding of informational texts (expository) by... Using information from the text to answer questions related to explicitly stated main/central ideas</p> <p>Depth of Knowledge: Level 2 - Recognizing appropriate generalizations about text (e.g., possible titles, main ideas)</p>
<p>6. One important characteristic of a “foot stove” was that it</p> <p>A. could travel with the colonist. B. burned all night long. C. made the sheets warm. D. lit the room for needlework.</p>	<p>R-4-7.2 (key details) Key: A</p> <p>Item Type: MC – related to passage</p> <p>Alignment to GLE R-4-7.2: Demonstrate initial understanding of informational texts (expository) by... Using information from the text to answer questions related to explicitly stated <u>key details</u></p> <p>Depth of Knowledge: Level 1 - Locate or recall facts or details explicitly presented in text</p>
<p>7. This article is MOSTLY about</p> <p>A. the different ways early Americans used bricks. B. the many struggles of early Americans. C. the strange actions of early Americans. D. the ways that fireplaces were important to early Americans.</p>	<p>R-4-7.2 (central ideas) Key: D</p> <p>Item Type: MC – related to passage</p> <p>Alignment to GLE R-4-7.2: Demonstrate initial understanding of informational texts (expository) by... Using information from the text to answer questions related to explicitly stated main/central ideas</p> <p>Depth of Knowledge: Level 2 - Recognizing appropriate generalizations about text (e.g., possible titles, main ideas)</p>
<p>8. What detail in the article shows how difficult it was to stay warm?</p> <p>A. sleeping in wooden beds B. cooking with a kettle C. reading by candle light D. bathing in the kitchen</p>	<p>R-4-7.2 (key details) Key: D</p> <p>Item Type: MC – related to passage</p> <p>Alignment to GLE R-4-7.2: Demonstrate initial understanding of informational texts (expository) by... Using information from the text to answer questions related to explicitly stated <u>key details</u></p> <p>Depth of Knowledge: Level 1 - Locate or recall facts or details explicitly presented in text</p>

Passage-Related Reading Items for Informational Text: “A Brick to Cuddle Up To”						
Sample Reading Items for End of Grade 4	Information about the Items					
<p>9. Below is the beginning of a chart for taking notes from the article. Fill in the chart.</p> <table border="1" style="margin-left: 40px; margin-top: 20px;"> <tr> <td style="padding: 5px;">Ways people kept warm during colonial times</td> </tr> <tr> <td style="padding: 5px;">1.</td> </tr> <tr> <td style="padding: 5px;">2.</td> </tr> <tr> <td style="padding: 5px;">3.</td> </tr> <tr> <td style="padding: 5px;">4.</td> </tr> </table>	Ways people kept warm during colonial times	1.	2.	3.	4.	<p>R-4-7.3 (organize information) Key: Scoring Guide</p> <p>Item Type: CR – related to passage</p> <p>Alignment to GLE R-4-7.3: Demonstrate initial understanding of informational texts (expository) by... Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting)</p> <p>Depth of Knowledge: Level 2 - Organize information presented in informational text using charting or summarizing; Locate information to answer questions related to explicit or implicit central ideas in informational texts</p>
Ways people kept warm during colonial times						
1.						
2.						
3.						
4.						
<p>10. Explain the uses for the kitchen during colonial times. Use specific details from the article to support your response.</p>	<p>R-4-8.1 (connect information in text) Key: Scoring Guide</p> <p>Item Type: CR – related to passage</p> <p>Alignment to GLE R-4-8.1: Analyze and interpret informational text, citing evidence as appropriate by... Connecting information <i>within</i> a text</p> <p>Depth of Knowledge: Level 3 - Explain, generalize, or connect ideas, using supporting evidence from the text</p>					

Passage-Related Reading Items for Informational Text: “A Brick to Cuddle Up To”	
Sample Reading Items for End of Grade 4	Information about the Items
<p>11. Another title for this article could be</p> <p>A. “Colonial Times Were Exciting.” B. “Keeping Warm in Colonial Times.” C. “People were Cold.” D. “Different Types of Kitchens and Bathrooms.”</p>	<p>R-4-8.3 (central ideas) Key: B</p> <p>Item Type: MC – related to passage</p> <p>Alignment to GLE R-4-8.3: Analyze and interpret informational text, citing evidence as appropriate by... forming judgments/opinions about central ideas that are relevant</p> <p>Depth of Knowledge: Level 2 - Recognize appropriate generalizations about text (e.g., possible titles, main ideas)</p>
<p>12. What is the author’s MAIN purpose?</p> <p>A. to entertain with a story about colonial life B. to inform about a part of early American life C. to explain why early Americans needed bricks D. to convince readers that heat has always been important</p>	<p>R-4-8.3 (author’s purpose) Key: B</p> <p>Item Type: MC – related to passage</p> <p>Alignment to GLE R-4-8.3: Analyze and interpret informational text, citing evidence as appropriate by... <u>Drawing inferences about text, including author’s purpose (e.g., to inform, explain, entertain) or message</u></p> <p>Depth of Knowledge: Level 3 - Draw inferences about author’s purpose, author’s message or theme (explicit or implied)</p>
<p>13. Explain why the hearth was the center of colonial homes. Use specific details from the article to support your response.</p>	<p>R-4-8.3 (central ideas) Key: Scoring Guide</p> <p>Item Type: CR – related to passage</p> <p>Alignment to GLE R-4-8.3: Analyze and interpret informational text, citing evidence as appropriate by... forming judgments/opinions about central ideas that are relevant</p> <p>Depth of Knowledge: Level 3 - Explain, generalize, or connect ideas, using supporting evidence from the text</p>