

2014 TEXAS STAAR TEST – GRADE 4 - READING

Total Possible Score: 44
Needed Correct to Pass: 23
Advanced Performance: 38

Time Limit: 4 Hours

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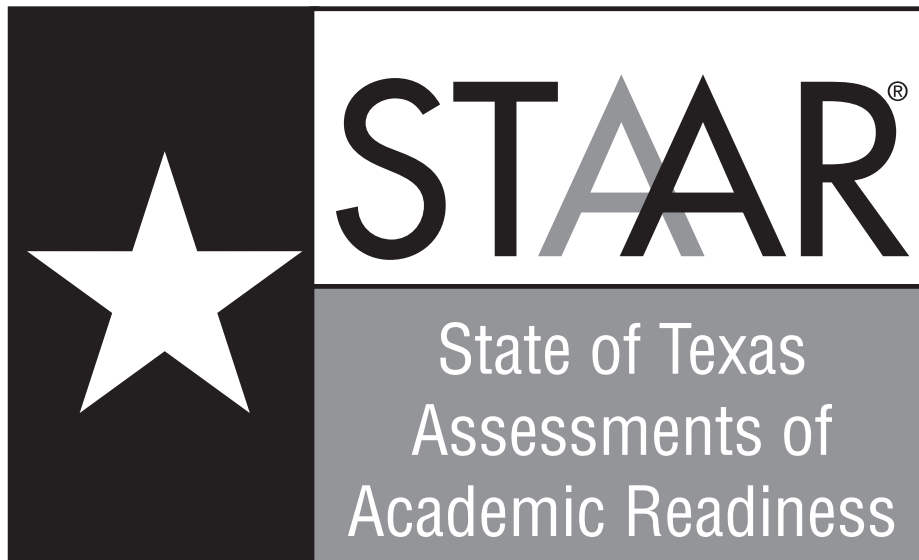
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GRADE 4
Reading

Administered April 2014

RELEASED

READING

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

Marvin Redpost and his friends are still excited that the president of the United States visited their third-grade class. Marvin cannot wait to get home and tell his parents about his day. Since his parents do not get home from work until after five o'clock, Marvin decides to go to a friend's house instead of going home. He later realizes that he was supposed to go shoe shopping with his mother earlier that afternoon.

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- 1 Read the dictionary entry for the word raise.

raise \ˈrāz\ *verb*
1. to lift upward
2. to awaken
3. to collect
4. to bring to notice

Which meaning best matches the way the word raised is used in paragraph 8?

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

-
- 2 Read this sentence.

Marvin's parents looked at Marvin, first on TV, then on the stairs.

What are Marvin's parents most likely thinking at this point in the story?

- F They hope that Marvin will become a leader someday.
- G They realize that Marvin had wanted to tell them something important.
- H They wish that Marvin had asked the president a better question.
- J They wonder why Marvin didn't tell them about meeting the president.

- 3** Why does Marvin hope that his parents are listening to what the president is saying?
- A** He wants his parents to support his goal to become president.
 - B** He wants his parents to realize that they should forgive him.
 - C** He believes that his parents might learn something about the president.
 - D** He thinks that the president might mention his parents on the news.

-
- 4** Which sentence from the story shows that Marvin does not want to create more problems for his mother?
- F** *"I can wear my old shoes," Marvin offered.*
 - G** *"It's not regular television," Marvin tried to explain.*
 - H** *Marvin didn't know what to do.*
 - J** *He slowly started up the stairs.*

- 5** The conversation between Marvin and his parents in paragraphs 6 through 12 shows that Marvin is —
- A** prevented from explaining that he is going to be on television
 - B** concerned about being punished for a long time
 - C** bragging about his experience with the president
 - D** patient when it comes to waiting for his turn to speak

-
- 6** In paragraph 2, the word rearranging means —
- F** using one’s organizing skills
 - G** organizing something in advance
 - H** changing the organization of something
 - J** planning something that should be organized

- 7** What effect does Marvin’s visit to his friend’s house have on the story?
- A** It helps his parents understand what activities he values most.
 - B** It keeps him from telling his parents about his experiences at school.
 - C** It provides an opportunity for him to practice being a good citizen.
 - D** It gives his family enough time to complete an important task.

-
- 8** The problem in the story is solved when Marvin’s parents —
- F** hear him walking up the stairs to his room
 - G** make plans to take him to the store the next day
 - H** decide to punish him for a week rather than a month
 - J** see him with the president on the news

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

Frog Songs

- 1 *Rik-rrork*. That's the sound made by a group of frogs singing at night. You might have heard these noises and thought they were just the musical sounds of nature. You probably didn't realize that you were listening to frogs communicating with one another. These familiar sounds that fill the night are not random but are actually meaningful to frogs.

Being Heard but Not Seen

- 2 Frogs are good at being heard but not seen, and that's important for their survival. These animals have several characteristics that protect them from predators. One characteristic is their size. Most frogs are small, which helps them hide easily. Some are no larger than a child's thumb. Many frogs have coloring that allows them to hide in their environment, making it difficult for predators to find them. Pacific tree frogs, for example, are exactly the same color as the bark on the trees in their habitat. In addition, most frogs are active at night. They search for food in the dark, so it is difficult for most animals to see them.



A tree frog sitting on a person's finger

© AP Images/Joanne Williams/Rex Features # 100615179106

Small but Loud

- 3 The characteristics that make frogs so difficult to see, however, also make it hard for them to find one another. That's why having a big voice is helpful. Frogs croak to tell other frogs where they are. Their voices can be so loud that even a tiny frog can be heard as much as a quarter of a mile away. But when frogs feel the footsteps of a larger animal, they become silent. So predators don't know that the frogs are nearby.
- 4 Many of the world's frogs live in rain forests. These regions are filled with many different animals calling to their own species in their own ways. These calls can sometimes make rain forests very loud places. Frogs need to call loudly enough to be heard through the noise in order to find other frogs.

Singing with Purpose

- 5 Peter Narins is a scientist who studies how frogs call to one another. He makes recordings of frog calls and plays them back to other frogs to see whether they will answer. He has learned that frogs use their calls to help them tell friend from enemy. One way they do this is to sing the same notes at the same volume each time they call. When Narins plays back calls at a louder volume than a real frog's call, frogs do not call back.
- 6 In addition, Narins has found that frogs of the same species always sing the same patterns. When Narins made recordings and mixed up the patterns, the frogs didn't call back. These patterns are like a code that is distinct from other animals' calls and difficult for others to copy.
- 7 Narins also observed that timing plays a role in frog calls. Many frogs call only at a certain time of night. For example, the *coquí*, a small frog that lives in Puerto Rico, calls only from sunset to midnight. It waits for other frogs to finish their calls before it begins making its "co-qui" sound.



A *coquí* sits on a leaf.

© iStockphoto.com/Kris Hanke

More Work to Do

- 8 Scientists want to better understand the purpose of frog calls. Studies continue to explore the details of frogs' unique communication. It appears that frogs are able to stay connected with others of their species. Being heard but not seen is one way frogs remain safe. The idea that these creatures have found a way to survive in a dangerous world is simply amazing.

- 9** In which part of the selection can the reader find information about the patterns of frog songs?
- A** Being Heard but Not Seen
 - B** Small but Loud
 - C** Singing with Purpose
 - D** More Work to Do

10 What does Narins's study of frog calls suggest about frogs?

- F** They sing differently when people are nearby.
- G** They are aware of the particular sounds their species makes.
- H** They often repeat songs they hear from other animals.
- J** They sing louder during the day than at night.

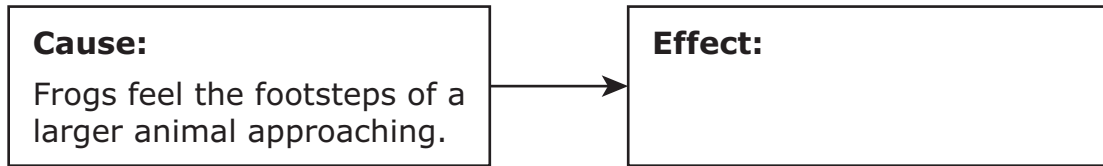
11 Which idea from the selection does the first photograph support?

- A** Frogs need human protection in nature.
- B** Frogs croak to interact with one another.
- C** Frogs can hide easily because of their size.
- D** Frogs search for food during the night.

12 The purpose of this selection is mainly to —

- F** explain how frogs use their calls to keep themselves safe
- G** offer the reasons why people have trouble identifying frog calls
- H** describe several ways that scientists study frog calls
- J** list the reasons that frog calls differ between species

13 Read the diagram below.



Which of the following belongs in the empty box?

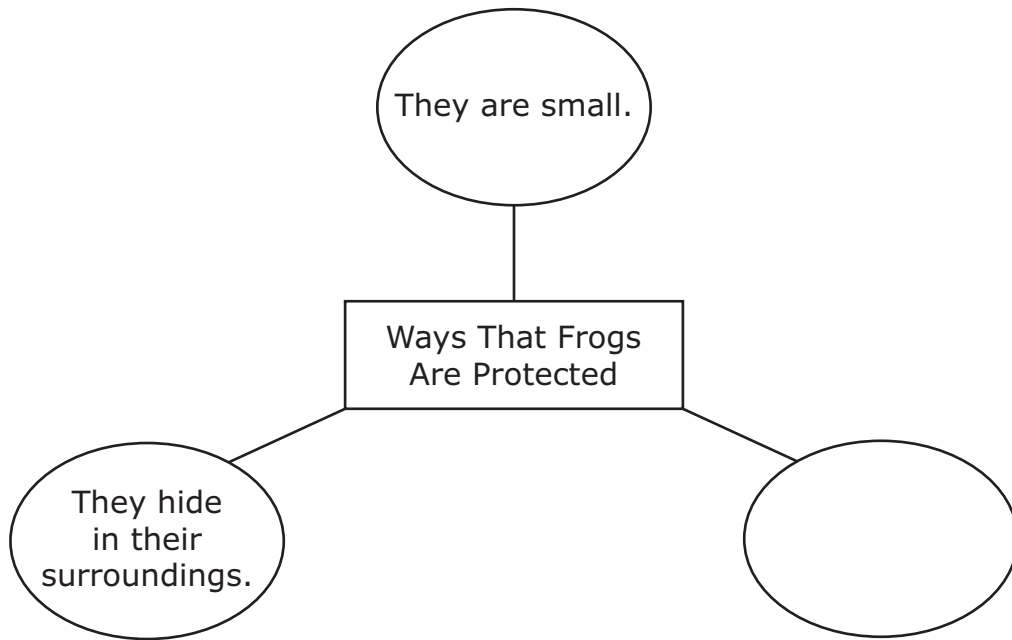
- A** The frogs alert other frogs by making a loud sound.
- B** The frogs croak to distract their enemies.
- C** The frogs quickly search for a hiding place.
- D** The frogs stop making sounds.

14 Which words from paragraph 6 help the reader know the meaning of distinct?

- F** *difficult for others to copy*
- G** *made recordings*
- H** *mixed up the patterns*
- J** *didn't call back*

- 15** Which of the following is the best summary of the section "Singing with Purpose"?
- A** Peter Narins is a scientist who studies frogs and frog calls. By observing many frogs in nature, Narins has learned some interesting things about a species of frog in Puerto Rico.
 - B** The scientist Peter Narins studies frog calls. He records the calls, plays them back to other frogs, and observes the frogs' responses. Narins has discovered different meanings in the frog calls.
 - C** Scientists study all kinds of things, including frog calls. One scientist who studies frog calls is Peter Narins. He is interested in learning about how frogs use their calls.
 - D** The scientist Peter Narins decided to study the sounds frogs make. He learned that frog calls are difficult for frogs' enemies to copy. Some of these calls occur at the same time every night.

16 Read the diagram.



Which of these best completes the diagram?

- F They are most active at night.
- G They sing loud songs along with other animals.
- H They return to the same place each day to sleep.
- J They repeat the noises of other animals.

17 Having a loud call benefits frogs by —

- A allowing them to signal other animals when danger is near
- B helping them locate other frogs that are far away
- C allowing them to tell other frogs where to find food
- D helping them scare away their enemies

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

Cousin on the Court

CHARACTERS

CARTER: A nine-year-old boy

MARCUS and RUBEN: Boys on Carter's basketball team

SAM: Carter's cousin

SCENE 1

- 1 *[The curtain opens. Carter, Marcus, and Ruben are sitting on the bench at an empty park basketball court, rolling a basketball back and forth.]*
- 2 **RUBEN:** I can't believe David is going to miss our basketball tournament.
- 3 **MARCUS:** Why did his family have to go on vacation now? The tournament is this Saturday! It's too late to find anyone good to fill his spot.
- 4 **RUBEN:** I don't know anyone. Mike is no good at basketball. Abe is good, but he sprained his ankle playing soccer.
- 5 **CARTER:** I know someone who might be able to help us. My cousin is coming to town tomorrow to visit for two weeks. Sam is awesome at basketball.
- 6 **RUBEN:** That's a great idea!
- 7 **MARCUS:** A great idea? If we want to win the tournament, we can't fill the spot with just anybody. How do we know your cousin is any good?
- 8 **CARTER:** Let's hold a tryout. I'll bring Sam here tomorrow, and you can see for yourself.
- 9 **MARCUS:** I guess we can try it, but this kid had better be good.
- 10 **CARTER:** Great! I'll see you guys tomorrow.

11 [Ruben and Marcus wave good-bye. Close curtain.]

SCENE 2

12 [The curtain opens. Carter and Sam are playing basketball at the park basketball court. Sam is wearing a baseball cap.]

13 [Ruben and Marcus walk onstage as Sam makes a basket.]

14 **RUBEN:** [To Marcus.] Carter was right. Sam is good.

15 **MARCUS:** We'll see.

16 [As Marcus and Ruben approach, Sam pulls off the cap. Long hair falls to Sam's shoulders. Marcus and Ruben stare.]

17 **MARCUS:** [To Carter.] I thought you said you were bringing your cousin Sam to practice!

18 **SAM:** [To Marcus.] Nice to meet you too. Marky, is it? I'm Carter's cousin Sam. Sam's short for Samantha.

19 **MARCUS:** I'm Marcus, not Marky. Only my grandma calls me that. This isn't going to work. [Marcus glares at Sam.] No way am I playing in the tournament with a girl.

20 **RUBEN:** Come on, Marcus! What choice do we have? Besides, she's good!

21 **CARTER:** At least give her a chance.

22 [Marcus shakes his head no.]

23 **SAM:** If you don't think I'm competent to play on your team, give me a chance to prove my ability.

24 **MARCUS:** How?

25 **SAM:** I challenge you to a game. The first person to make seven points wins. If I win, I play in the tournament. If you win, I don't. Sound fair?

26 [Marcus snorts.]

27 **MARCUS:** This'll be easy.

- 28 **SAM:** Yeah, I think so, too.
- 29 [*Sam grins at Marcus, who frowns in return.*]
- 30 **MARCUS:** You're on. Let's flip a coin to see who gets the ball first.
- 31 [*Carter digs in his pocket and pulls out a quarter.*]
- 32 **CARTER:** Sam, call the toss.
- 33 [*Carter tosses the quarter in the air.*]
- 34 **SAM:** Heads!
- 35 [*Carter, Marcus, Ruben, and Sam all gather around the coin on the ground.*]
- 36 **SAM:** I go first!
- 37 [*Sam takes the ball to the half-court line as Marcus prepares to defend the basket.*]
- 38 **MARCUS:** Yes—let's see.
- 39 **SAM:** Just try to score one point, at least.
- 40 [*Sam dribbles to the three-point line and makes the shot. She hands Marcus the ball with a smile.*]
- 41 **RUBEN:** Three to nothing, Marcus!
- 42 **MARCUS:** I know! I know!
- 43 [*Sam grins and steals the ball as Marcus dribbles. She steps behind the three-point line and makes another shot.*]
- 44 **CARTER:** And that's six.
- 45 **RUBEN:** Marcus, are you going to score at all?
- 46 **MARCUS:** Watch this!
- 47 [*Marcus dribbles the ball between his legs and quickly approaches the basket. He jumps up to put the ball in the basket, but Sam smacks it out of his hands.*]
- 48 **MARCUS:** What? Foul!

- 49 **CARTER:** That was no foul, Marcus. She never touched you! I saw it.
- 50 **MARCUS:** Fine! Let's play.
- 51 *[Marcus frowns as Sam approaches with the ball. As she makes a motion to his right, Marcus sticks out his leg. Sam passes the ball between his legs, grabs it, and makes a basket.]*
- 52 **RUBEN:** That's the game!
- 53 *[Marcus lowers his head and sulks.]*
- 54 **CARTER:** I told you she was good.
- 55 **MARCUS:** I can't believe Sam won.
- 56 *[Sam gives him the ball.]*
- 57 **SAM:** Why? Because I'm a girl?
- 58 **MARCUS:** Yes. I mean, no. I mean . . . Well, O.K., you're on the team.
- 59 **SAM:** Oh, I don't think so.
- 60 **MARCUS:** What do you mean?
- 61 **SAM:** Well, you wouldn't appreciate my talents. Since I'm a girl and all.
- 62 **CARTER:** *[To Sam.]* Well, thanks for trying out.
- 63 **SAM:** *[To Carter.]* See you at the house. *[She picks up her baseball cap and walks off.]*
- 64 **RUBEN:** Good job, Marcus. Now what do we do?
- 65 **MARCUS:** Hey, Carter, does she have a sister in town?
- 66 *[The curtain closes.]*

- 18** Which of the following best explains why Sam refuses to play in the tournament?
- F SAM:** Yeah, I think so, too.
 - G SAM:** Why? Because I'm a girl?
 - H SAM:** Oh, I don't think so.
 - J SAM:** Well, you wouldn't appreciate my talents. Since I'm a girl and all.
-

- 19** What does the word competent mean in paragraph 23?
- A** Having the necessary skills
 - B** Describing something in a believable way
 - C** Showing the proper respect
 - D** Trying to make improvements
-

- 20** How does Ruben contribute to the plot of the play?
- F** He supports Carter's decision to invite Sam to play with the team.
 - G** He thinks of a friend who could play with the team.
 - H** He keeps score when Marcus shoots baskets against Sam.
 - J** He asks Marcus to think of a way to solve their problem.

- 21** Which line from the play supports the idea that Marcus has changed the way he feels about having a female player on the team?
- A** **MARCUS:** I guess we can try it, but this kid had better be good.
 - B** **MARCUS:** Fine! Let's play.
 - C** **MARCUS:** I can't believe Sam won.
 - D** **MARCUS:** Hey, Carter, does she have a sister in town?

-
- 22** The playwright creates a surprise by —
- F** giving Carter's cousin a name that can be used for a boy
 - G** revealing that David can't play in the tournament
 - H** allowing Sam to make up the rules of the challenge
 - J** having Carter's cousin come to visit for two weeks

- 23** Sam’s dialogue with Marcus in Scene 2 suggests that she —
- A** tries to avoid playing basketball against boys
 - B** believes that other basketball players are accepting of her
 - C** knows that she is a skilled basketball player
 - D** lacks the patience to teach basketball to others

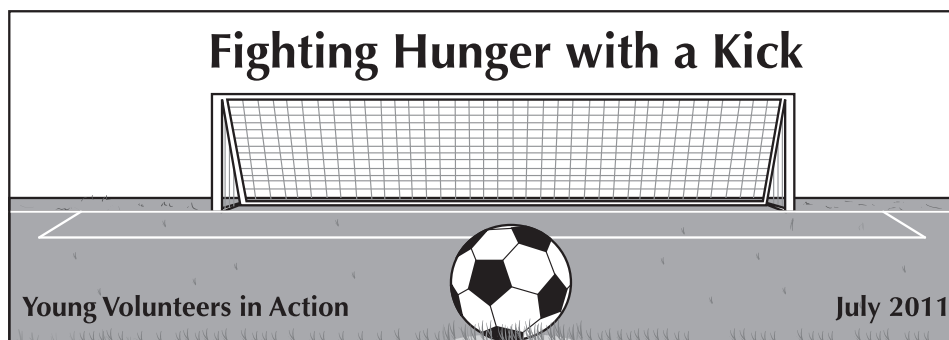
24 Which of the following is the best summary of the play?

- F** Marcus and his teammates need to find someone to replace a player who is going away on vacation. The boys bring up the names of two friends, but one is injured, and the other is not a good basketball player. Finally Carter suggests asking his cousin Sam to play on the team in a tournament.
- G** A basketball team needs to find a new player in time for a tournament on Saturday. Carter suggests using his cousin, and Marcus agrees to the idea of having a tryout. Marcus objects when he sees that Sam is a girl, but then she proves that she is a better player than he expected.
- H** A basketball team needs a new player and decides to let Carter’s cousin Sam try out. Carter and Sam are already at the court when Marcus and Ruben arrive. Ruben watches Sam make a basket and agrees that she is a good player.
- J** Marcus agrees to play a basketball game against Carter’s cousin Sam. If Sam wins the game, she will get to play with the team in the upcoming tournament. Sam gets the ball first and scores an easy three-point shot, but Marcus can’t score at all.

25 What lesson does Marcus learn in the play?

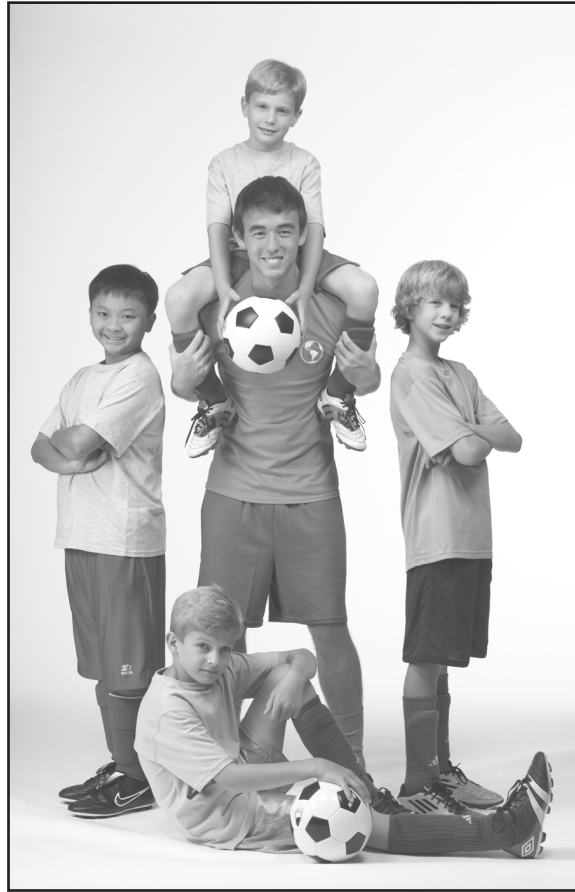
- A** Winning is not as important as friendship.
- B** Working together helps team members improve.
- C** Problems can be solved with hard work.
- D** People should not be quick to judge others.

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



- 1 In the summer of 2006, Gabriel Whaley, a high school student, wanted to do something to help people in his hometown of Midland, North Carolina. Whaley knew that the local food banks, places that collect food for the hungry, could not feed all the families in need of help in his community. As a soccer lover, he also knew that the cost of soccer camps prevented some children from attending them. Whaley found a way to help solve both problems.
- 2 Whaley established a program called Kicking4Hunger. He organized his own soccer camp for children and asked them to bring canned goods to pay for the training. This allowed many children to participate. And the children who attended the camp helped hungry people in the community by supporting the food banks with their canned goods. Whaley's project was a success! During the three-day camp, more than 70 children were able to play soccer. Better still, about 1,500 pounds of food was collected and donated to the food banks.
- 3 Kicking4Hunger continues to offer soccer training to children in exchange for food donations. The soccer camps are usually held for three or four days in the summer and are open to children five to 14 years of age. Because all skill levels are welcome, the coaches focus on teaching soccer basics such as passing and shooting. The coaches also teach children about staying healthy by exercising and eating the right foods. During the school year Kicking4Hunger offers clinics that are usually held for one to three days. Children attending these clinics can practice their soccer skills.

4 Since Whaley started the program, Kicking4Hunger has collected more than 16,000 pounds of food and taught soccer skills to more than 1,000 children. Now a busy college student, Whaley still serves as president of the organization and helps make important decisions about it. Kicking4Hunger has set a goal of bringing soccer camps to other states by 2014 and to other countries by 2016. Thanks to his efforts Whaley was named *People* magazine's Readers' Choice Hero of the Year for 2011. The prize money he received from the award will be used to help support Kicking4Hunger's increasing number of programs.



5 Whaley thinks that one of the reasons his camps are successful is the effort of the volunteers. Many of the coaches are teenagers who want to help others. The coaches try to teach children that it is more important to enjoy playing soccer than to win games. The children who attend the camps have fun and also feel good about helping hungry families. Kicking4Hunger is proof that the efforts of one person can lead to differences in the lives of many.

Caring for Kids Is in the Bag

- 1 When Annie Wignall was 11 years old, she learned about a family that had to leave their home quickly. The children in the family didn't have time to pack. Wignall thought about how difficult it would be to leave her favorite toys and books behind. So she came up with a way to help other children in such a situation.
- 2 Wignall talked to her parents about her idea and then got to work. She went to businesses in her town and asked people to donate toys, games, toothbrushes, soap, and shampoo. She and other volunteers placed these items in bags to give to children who needed them. Annie named her project Care Bags.
- 3 How does this project help others? First, people who work with children let Annie's group know about children who have lost their homes or experienced other difficulties. Then Wignall's friends and other volunteers fill bags to fit the needs of those children. They have bags that are appropriate for children of different ages. After the bags are filled, they are sent to the children who need them.
- 4 One goal of the project is to encourage people to help others. People can help by donating new toys and other items. Volunteers who sew make the bags that hold the donated items and also make other things that are included in the bags, such as blankets and bibs.
- 5 The project has become more successful over the years. Now an elementary school teacher, Wignall is also the president and director of the Care Bags Foundation. The project has gone from helping people in Wignall's hometown to helping thousands of children all over the world. So far, almost 20,000 bags have been delivered to places in the United States and other countries.



- 6 The foundation even has starter kits so that others can begin projects where they live. Thanks to these kits, about 70 other Care Bags programs have been started. One of these programs is managed by people in Africa who once received bags from Wignall! So the next time you have an idea for helping others, remember Care Bags, a project that shows how a good idea can make a big difference.

Use “Fighting Hunger with a Kick” (pp. 28–29) to answer questions 26–29. Then fill in the answers on your answer document.

26 The attendance at Whaley’s first soccer camp suggests that members of the community were —

- F** unfamiliar with the game of soccer
- G** willing to support his effort to help others
- H** more interested in helping food banks than in playing soccer
- J** eager for him to become president of the organization

27 According to the article, what is one way Whaley achieves his goal of providing soccer instruction to children?

- A** He asks newspaper reporters to inform others about soccer camps.
- B** He asks local food banks to provide locations for soccer camps.
- C** He trains schoolteachers to become qualified coaches.
- D** He depends on teenagers to volunteer as coaches.

- 28** Which sentence from the article shows that developing soccer skills isn't the only focus of Kicking4Hunger camps?
- F** *During the three-day camp, more than 70 children were able to play soccer.*
 - G** *The coaches also teach children about staying healthy by exercising and eating the right foods.*
 - H** *During the school year Kicking4Hunger offers clinics that are usually held for one to three days.*
 - J** *Kicking4Hunger has set a goal of bringing soccer camps to other states by 2014 and to other countries by 2016.*

-
- 29** What was one benefit of Whaley winning the Readers' Choice Hero of the Year award?
- A** He was able to focus on a new career.
 - B** He was able to choose an experienced president for his organization.
 - C** He received advice about how to be an effective soccer coach.
 - D** He was able to use the prize money to help his organization.

Use “Caring for Kids Is in the Bag” (pp. 30–31) to answer questions 30–34. Then fill in the answers on your answer document.

30 Which words from paragraph 3 best help the reader understand what appropriate means?

- F** *people who work with children*
- G** *volunteers fill bags*
- H** *fit the needs of*
- J** *experienced other difficulties*

31 Paragraph 4 is important to the selection because it provides information about how the Care Bags project —

- A** shares information with its volunteers
- B** relies on people to support its goals
- C** identifies which toys children prefer
- D** estimates how many bags will be needed

32 Which sentence from the selection shows that Wignall’s project has expanded over the years?

- F** *She and other volunteers placed these items in bags to give to children who needed them.*
- G** *After the bags are filled, they are sent to the children who need them.*
- H** *Volunteers who sew make the bags that hold the donated items and also make other things that are included in the bags, such as blankets and bibs.*
- J** *Thanks to these kits, about 70 other Care Bags programs have been started.*

33 Read the following sentence from paragraph 6.

One of these programs is managed by people in Africa who once received bags from Wignall!

The author includes this sentence most likely to —

- A** illustrate how many Care Bags programs there are in the world
- B** show that Wignall’s project has had a positive effect on others
- C** demonstrate why more volunteers for Care Bags programs are needed
- D** show how long it can take for Wignall’s bags to reach people in need

34 Which of these is the best summary of the selection?

- F** After talking to her parents, Annie Wignall started a project called Care Bags. People who work with children contact Wignall's group about children who need help. Volunteers for the project then fill bags with toys and other items.
- G** Annie Wignall wanted to find a way to help other children. After talking to her parents, she decided to gather items that children needed and put them in bags for delivery. Many people volunteered to help Annie with her project, which became known as Care Bags.
- H** After hearing about a family that had to leave their home suddenly and left some things behind, Annie Wignall decided to create the Care Bags project. The project provides bags containing toys and other items to children who need them. Project volunteers have helped thousands of children all over the world.
- J** Annie Wignall gathered some items in a bag for children in need and decided to start the Care Bags project. The project has now helped children all over the world by putting together many more similar bags. Wignall still directs the project's activities.

Use “Fighting Hunger with a Kick” and “Caring for Kids Is in the Bag” to answer questions 35–38. Then fill in the answers on your answer document.

- 35** The authors of the two selections probably intend for the reader to learn how —
- A** the two organizations selected leaders who could accomplish more than members expect
 - B** food banks are involved with organizations that aid children
 - C** each organization grew out of a person’s desire to help others
 - D** the two organizations make use of volunteers
-
- 36** What is one way that Kicking4Hunger is different from the Care Bags Foundation?
- F** Kicking4Hunger accepts donated items to give to communities in need.
 - G** Kicking4Hunger focuses on meeting the needs of the children in a community.
 - H** Kicking4Hunger needs a leader to decide how best to support a community.
 - J** Kicking4Hunger provides training in exchange for donations to help the community.

37 One way that Whaley and Wignall are alike is that —

- A** they both want to attend college and earn teaching degrees
- B** they have both received awards for their willingness to assist others
- C** their concern for other people has inspired both of them to think creatively
- D** their enjoyment of volunteering has motivated them to start their own organizations

38 Kicking4Hunger is different from the Care Bags Foundation in that —

- F** Kicking4Hunger has adopted more goals to meet, while the Care Bags Foundation has kept the same goal but helped additional children
- G** volunteers are needed to operate Kicking4Hunger, while the Care Bags Foundation can operate without volunteers
- H** Kicking4Hunger donates food to assist people of all ages, while Care Bags Foundation donates toys and other items to children only
- J** Kicking4Hunger has assisted children in several countries, while the Care Bags Foundation has assisted children only in the United States

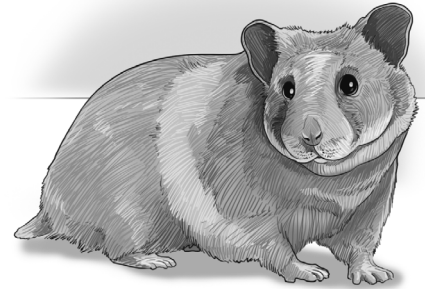
Read the selection and choose the best answer to each question.
Then fill in the answer on your answer document.

To Manga, My Hamster

by Joyce Sidman

I wish I could set you free
like that day you escaped
and ran all over the house.
That was an amazing day.

5 My mother screamed.
My sister cried.
All because you were loose somewhere,
burrowing through pillows and toys.



When Mom finally found you
10 huddled in the mop bucket
(and you bit her)
you looked so fierce,
like your wild cousins
that roam the jungles of Asia.
15 I wish I had jungles to give you.
I wish that could be your life.

Please forgive me.
All I have to offer
is this warm, cozy cage
20 and my fingers
scratching behind your ears.

"To Manga, My Hamster" from THIS IS JUST TO SAY: POEMS OF APOLOGY AND FORGIVENESS by Joyce Sidman. Text copyright © 2007 by Joyce Sidman. Reprinted by permission of Houghton Mifflin Harcourt Publishing Company. All rights reserved.

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

- A** Its lines are not similar in length.
- B** It does not follow a rhyming pattern.
- C** It uses figurative language to create imagery.
- D** It presents a lesson that can be learned.

40 Which line from the poem shows that the speaker is not worried about Manga's behavior upsetting her mother and sister?

- F** That was an amazing day.
- G** My mother screamed.
- H** I wish that could be your life.
- J** Please forgive me.

- 41** What is the speaker's main purpose in the poem?
- A** To persuade her mother to let her keep Manga
 - B** To explain to readers the benefits of having a pet hamster
 - C** To share her feelings with Manga
 - D** To teach readers to seek forgiveness for their mistakes
-

- 42** The poet uses lines 1 through 3 mainly to —
- F** introduce the conflict
 - G** compare two related events
 - H** explain how the speaker got Manga
 - J** give human characteristics to Manga
-

- 43** What is the meaning of the word burrowing in line 8?
- A** Sleeping
 - B** Eating
 - C** Digging
 - D** Squeaking

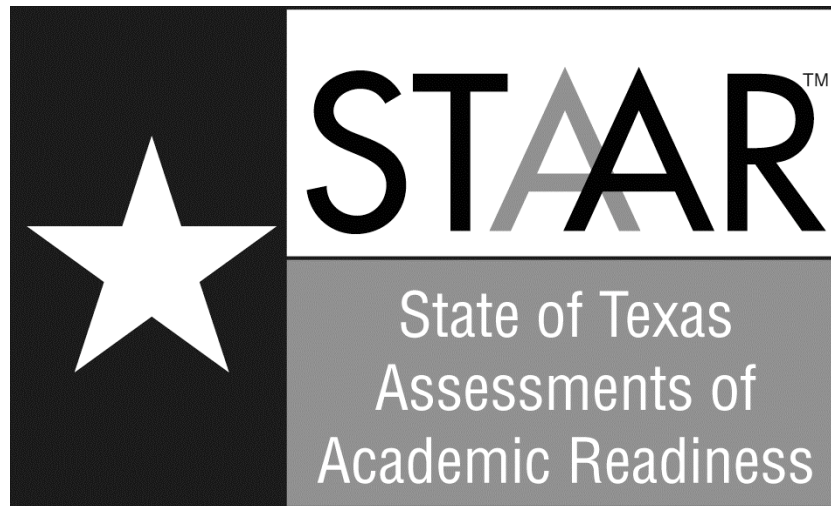
- 44** What is emphasized by the repetition of the words “I wish” in the poem?
- F** The reason the speaker wants her mother to like Manga
 - G** The speaker’s desire for Manga to have the best life possible
 - H** The length of time it takes the speaker to find Manga when he escapes
 - J** The speaker’s reason for keeping Manga as a pet

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



**STAAR
GRADE 4
Reading
April 2014**

| Item Number | Reporting Category | Readiness or Supporting | Content Student Expectation | Correct Answer |
|-------------|--------------------|-------------------------|-----------------------------|----------------|
| 1 | 1 | Readiness | 4.2(E) | A |
| 2 | 2 | Readiness | 4.6 Fig. 19(D) | G |
| 3 | 2 | Readiness | 4.6 Fig. 19(D) | B |
| 4 | 2 | Readiness | 4.6 Fig. 19(D) | F |
| 5 | 2 | Readiness | 4.6(B) | A |
| 6 | 1 | Readiness | 4.2(A) | H |
| 7 | 2 | Readiness | 4.6(A) | B |
| 8 | 2 | Readiness | 4.6(A) | J |
| 9 | 3 | Readiness | 4.11(D) | C |
| 10 | 3 | Readiness | 4.11 Fig. 19(D) | G |
| 11 | 3 | Supporting | 4.14 Fig. 19(D) | C |
| 12 | 3 | Readiness | 4.10 Fig. 19(D) | F |
| 13 | 3 | Readiness | 4.11(C) | D |
| 14 | 1 | Readiness | 4.2(B) | F |
| 15 | 3 | Readiness | 4.11(A) | B |
| 16 | 3 | Readiness | 4.11(A) | F |
| 17 | 3 | Readiness | 4.11(A) | B |
| 18 | 2 | Supporting | 4.5 Fig. 19(D) | J |
| 19 | 1 | Readiness | 4.2(B) | A |
| 20 | 2 | Supporting | 4.5 Fig. 19(D) | F |
| 21 | 2 | Supporting | 4.5 Fig. 19(D) | D |
| 22 | 2 | Supporting | 4.5 Fig. 19(D) | F |
| 23 | 2 | Supporting | 4.5 Fig. 19(D) | C |
| 24 | 2 | Supporting | 4.5 Fig. 19(E) | G |
| 25 | 2 | Supporting | 4.3 Fig. 19(D) | D |
| 26 | 3 | Readiness | 4.11 Fig. 19(D) | G |
| 27 | 3 | Readiness | 4.11(A) | D |
| 28 | 3 | Readiness | 4.11 Fig. 19(D) | G |
| 29 | 3 | Readiness | 4.11(A) | D |
| 30 | 1 | Readiness | 4.2(B) | H |
| 31 | 3 | Readiness | 4.11(A) | B |
| 32 | 3 | Readiness | 4.11 Fig. 19(D) | J |
| 33 | 3 | Readiness | 4.10 Fig. 19(D) | B |
| 34 | 3 | Readiness | 4.11 Fig. 19(E) | H |
| 35 | 1 | Readiness | 4.19(F) | C |
| 36 | 1 | Readiness | 4.19(F) | J |
| 37 | 1 | Readiness | 4.19(F) | C |
| 38 | 1 | Readiness | 4.19(F) | H |
| 39 | 2 | Supporting | 4.4(A) | B |
| 40 | 2 | Supporting | 4.4 Fig. 19(D) | F |
| 41 | 2 | Supporting | 4.4 Fig. 19(D) | C |
| 42 | 2 | Supporting | 4.4 Fig. 19(D) | F |
| 43 | 1 | Readiness | 4.2(B) | C |
| 44 | 2 | Supporting | 4.4 Fig. 19(D) | G |



Grade 4 Reading Assessment

Eligible Texas Essential Knowledge and Skills

STAAR Grade 4 Reading Assessment

Genres Assessed:

Literary

- Fiction (Readiness)
- Literary Nonfiction (Supporting)
- Poetry (Supporting)
- Drama (Supporting)
- Media Literacy (Embedded)

Informational

- Expository (Readiness)
- Persuasive (Ineligible)
- Procedural (Embedded)
- Media Literacy (Embedded)

Reporting Category 1: Understanding and Analysis Across Genres

The student will demonstrate an ability to understand and analyze a variety of written texts across reading genres.

- (2) **Reading/Vocabulary Development.** Students understand new vocabulary and use it when reading and writing. Students are expected to
- (A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;
Readiness Standard
 - (B) use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words; **Readiness Standard**
 - (E) use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words. **Readiness Standard**
- (7) **Reading/Comprehension of Literary Text/Literary Nonfiction.** Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to
- (A) identify similarities and differences between the events and characters' experiences in a fictional work and the actual events and experiences described in an author's biography or autobiography.
Supporting Standard

(Figure 19) **Reading/Comprehension Skills.** Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to

- (F) make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence. **Readiness Standard**

Reporting Category 2: Understanding and Analysis of Literary Texts

The student will demonstrate an ability to understand and analyze literary texts.

- (3) **Reading/Comprehension of Literary Text/Theme and Genre.** Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to
- (A) summarize and explain the lesson or message of a work of fiction as its theme; **Supporting Standard**
 - (B) compare and contrast the adventures or exploits of characters (e.g., the trickster) in traditional and classical literature. **Supporting Standard**
- (4) **Reading/Comprehension of Literary Text/Poetry.** Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to
- (A) explain how the structural elements of poetry (e.g., rhyme, meter, stanzas, line breaks) relate to form (e.g., lyrical poetry, free verse). **Supporting Standard**
- (5) **Reading/Comprehension of Literary Text/Drama.** Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to
- (A) describe the structural elements particular to dramatic literature. **Supporting Standard**
- (6) **Reading/Comprehension of Literary Text/Fiction.** Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to
- (A) sequence and summarize the plot's main events and explain their influence on future events; **Readiness Standard**
 - (B) describe the interaction of characters including their relationships and the changes they undergo; **Readiness Standard**
 - (C) identify whether the narrator or speaker of a story is first or third person. **Supporting Standard**

(8) **Reading/Comprehension of Literary Text/Sensory Language.** Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to

(A) identify the author's use of similes and metaphors to produce imagery. **Supporting Standard**

(14) **Reading/Media Literacy.** Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. **Supporting Standard**

(Figure 19) **Reading/Comprehension Skills.** Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to

(D) make inferences about text and use textual evidence to support understanding; **Readiness Standard** (Fiction) / **Supporting Standard** (Literary Nonfiction, Poetry, Drama)

(E) summarize information in text, maintaining meaning and logical order. **Readiness Standard** (Fiction) / **Supporting Standard** (Literary Nonfiction, Poetry, Drama)

Reporting Category 3: Understanding and Analysis of Informational Texts

The student will demonstrate an ability to understand and analyze informational texts.

- (10) **Reading/Comprehension of Informational Text/Culture and History.** Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.
- The student expectation for 10(A) is ineligible for assessment. Therefore, when Culture and History (10) is assessed, it will be linked to Figure 19(D): *make inferences about text and use textual evidence to support understanding*. This student expectation will be attached only to expository texts, since persuasive reading is ineligible at grade 4. For this reason, Culture and History (10) will always represent a Readiness standard.**
- (11) **Reading/Comprehension of Informational Text/Expository Text.** Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to
- (A) summarize the main idea and supporting details in text in ways that maintain meaning; ***Readiness Standard***
 - (B) distinguish fact from opinion in a text and explain how to verify what is a fact; ***Supporting Standard***
 - (C) describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison; ***Readiness Standard***
 - (D) use multiple text features (e.g., guide words, topic and concluding sentences) to gain an overview of the contents of text and to locate information. ***Readiness Standard***
- (13) **Reading/Comprehension of Informational Text/Procedural Texts.** Students understand how to glean and use information in procedural texts and documents. Students are expected to
- (A) determine the sequence of activities needed to carry out a procedure (e.g., following a recipe); ***Supporting Standard***
 - (B) explain factual information presented graphically (e.g., charts, diagrams, graphs, illustrations). ***Supporting Standard***
- (14) **Reading/Media Literacy.** Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. ***Supporting Standard***

(Figure 19) **Reading/Comprehension Skills.** Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to

- (D) make inferences about text and use textual evidence to support understanding; **Readiness Standard**
- (E) summarize information in text, maintaining meaning and logical order. **Readiness Standard**