STUDENT NAME _____

TAKS

★ ★ ★ ★ ★

**Texas Assessment
of Knowledge and Skills**

**GRADE 4
WRITING
MATHEMATICS
READING**

Administered Spring 2003

REVISING
AND
EDITING

DIRECTIONS
Read the introduction and the passage that follows. Then read each question and fill in the correct answer on your answer document.

Tai is in the fourth grade. He wrote this report about the mudskipper for his science class. He wants you to help him revise and edit the report. Read Tai's report and think about the changes he should make. Then answer the questions that follow.

The Amazing Mudskipper

(1) Most animals are interesting, but some are quite amazing. (2) Did you know, for example, that there is a fish that can climb trees. (3) It is called a mudskipper, and it looks like a cross between a frog, a fish, and a tadpole. (4) This strange creature is able to move around on the ground and in the water too. (5) If the mudskipper is hungry, it will crawl on the ground to a low branch. (6) It will then climb onto the branch, and it is in search of insects and also other small creatures to eat.

**S-1**   What change, if any, should be made in sentence 2?

A   Change *know* to **no**

B   Change *is* to **are**

C   Change the period to a question mark

D   Make no change

S-2   What is the **BEST** way to revise sentence 6?

F   It will then climb onto the branch in search of insects, also in search of other small creatures to eat.

G   It will then climb onto the branch in search of insects and other small creatures to eat.

H   It will then climb onto the branch, it is in search of insects, it is also in search of other small creatures to eat.

J   No revision is needed.

STOP

Hannah is in the fourth grade. She wrote this report for her science class. She has asked you to help her revise and edit it. Read Hannah's report and think about the corrections and improvements she should make. Then answer the questions that follow.
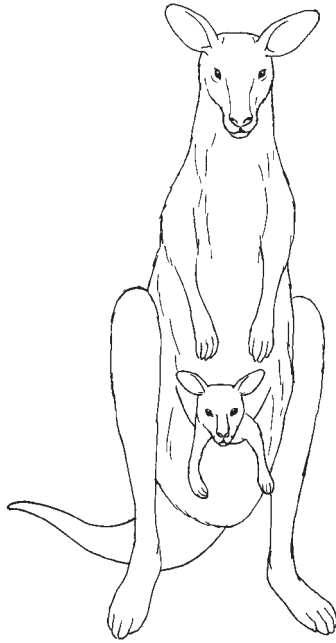
Joeys

(1) Baby kangaroos are called joeys. (2) While grown kangaroos can be as tall as people, newborn joeys are as small as jelly beans. (3) As soon as a joey is born, it climbs into its mother's pouch. (4) In the pouch the joey finds the ends of special tubes. (5) These tubes contain milk. (6) A baby kangaroo keeps their mouth around these tubes for four months. (7) During this time its eyes open, and it grows hair. (8) Soon it looks less like a jelly bean and more like a small kangaroo.

(9) At about four months of age, a joey begin peeking out of its mother's pouch. (10) It stays in the pouch to drink its mother's milk, but it also starts to learn about the outside World.

(11) Sometimes when its mother nibbles on grass, a joey will lean out and taste the grass, too.

(12) When a joey is about six months old, it begins to take short trips away from its mother. (13) It learns to hop and jump but quickly returns to the safety of the pouch. (14) By the time it is eight months old, a joey is too big to fit inside its mother's pouch. (15) It still pokes its head back in when it wants milk, but there isnt much room anymore. (16) By this time the mother kangaroo usually has a new little joey safely tucked inside her pouch.

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1 Which sentence should be added after sentence 3?

A When the baby first learns to stand, its legs are very wobbly.

B Do you remember how tiny these baby kangaroos are?

C Just after birth, it just climbs right in.

D This is a deep pocket that stretches across the mother kangaroo's stomach.

2 What is the **BEST** way to combine sentences 4 and 5?

F In the pouch the joey finds the ends of special tubes that contain milk.

G In the pouch the joey finds the ends of special tubes these tubes contain milk.

H In the pouch the joey finds the ends of special tubes before these tubes contain milk.

J In the pouch the joey finds the ends of tubes that are special tubes that contain milk.

GO ON

3 What change, if any, should be made in sentence 6?

   A Change *baby* to **Baby**

   B Change *keeps* to **keep**

   C Change *their* to **its**

   D Make no change

5 What change, if any, should be made in sentence 10?

   A Change *stays* to **stay**

   B Change *mother's* to **mothers'**

   C Change *World* to **world**

   D Make no change

4 What change, if any, should be made in sentence 9?

   F Change the comma to a period

   G Change *begin* to **begins**

   H Change *peeking* to **peking**

   J Make no change

6 What change, if any, should be made in sentence 15?

   F Change *pokes* to **pocks**

   G Change *there* to **they're**

   H Change *isnt* to **isn't**

   J Make no change

GO ON TO THE NEXT PAGE

Carlos's fourth-grade class has been learning about animal families. Carlos wrote this paper to tell about a prairie-dog family. He decided to write the paper as if he were a prairie dog himself. He wants you to read the paper and help him improve it. As you read, think about the suggestions you would give Carlos. Then answer the questions that follow.

My Life as a Prairie Dog

(1) I wake up as my father is scampering up the entrance to our burrow. (2) What does he hear. (3) I follow him and watch as he listens. (4) He sniffs the air for dangerous. (5) He wants to be sure there is not a coyote or a hawk nearby.

(6) "Yek-yek-yek!" he calls. (7) That means it is safe. (8) I rush out to greet the other prairie dogs that share my territory (9) I rub noses and teeth with all of my friends. (10) Then I run my paws through their tan fur, scratching and grooming.

(11) My stomach feels empty. (12) I goes off in search of roots and insects. (13) Maybe even a crunchy grasshopper. (14) Just as I spot a delicious-looking plant, a huge shadow passes over me. (15) It's a hawk!

(16) "Churk-churk-churk!" I cry in a high-pitched tone. (17) All the other prairie dogs hear my cry, and they dash for their burrows when they hear my cry. (18) Once inside, everyone is safely. (19) The predator is too big to fit into the burrows. (20) Minutes pass. (21) Slowly I peek out from the mound. (22) I am searching for signs of the hawk. (23) I'm glad I can see around me without

sticking my head out very far.

(24) "Yek-yek-yek!" I call. (25) Once more everyone comes

tumbling out of the burrows. (26) It's just another day in a

prairie-dog town!

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7 What change, if any, should be made in sentence 2?

   A Change *does* to **do**

   B Change *he* to **him**

   C Change the period to a question mark

   D Make no change

8 What change, if any, should be made in sentence 4?

   F Change *sniffs* to **sniff**

   G Change *for* to **four**

   H Change *dangerous* to **danger**

   J Make no change

9 What change, if any, should be made in sentence 8?

   A Change *greet* to **great**

   B Change *share* to **shares**

   C Insert a period after *territory*

   D Make no change

10 What change, if any, should be made in sentence 12?

   F Change *goes* to **go**

   G Change *search* to **serch**

   H Insert a comma after *roots*

   J Make no change

GO ON

11 What is the **BEST** way to rewrite the ideas in sentence 17?

A All the other prairie dogs hear my cry, and they dash for their burrows. When they hear my cry.

B All the other prairie dogs hear my cry. And dash for their burrows when they do.

C All the other prairie dogs hear my cry they dash for their burrows.

D All the other prairie dogs hear my cry, and they dash for their burrows.

12 What change, if any, should be made in sentence 18?

F Change *Once* to **once**

G Change *everyone* to **he**

H Change *safely* to **safe**

J Make no change

13 Which sentence could **BEST** be added after sentence 25?

A We are all ready to play and lie in the sun.

B Prairie dogs make yipping sounds called barks.

C Prairie dogs are related to squirrels.

D We each have a black tip on our tail.

14 Which of the following is **NOT** a complete sentence?

F Sentence 3

G Sentence 5

H Sentence 9

J Sentence 13

GO ON

GO ON TO THE NEXT PAGE

Tales of a Fourth Grade Nothing

(1) I've just read a great book by judy blume. (2) The book, *Tales of a Fourth Grade Nothing*, is a story about a fourth grader named Peter Hatcher. (3) Peter lives in an apartment in New York City. (4) He has a two-year-old brother named Farley Drexel. (5) Farley, whose nickname is Fudge, is always in trouble. (6) Peter feels that he gets blammed for the mischief Fudge creates. (7) That's why Peter calls himself a fourth-grade nothing.

(8) At the beginning of the story, Peter goes to a party at his friend Jimmys house. (9) He guesses how many jelly beans are in a jar and wins a little turtle. (10) Peter names the turtle Dribble. (11) He keeps Dribble in a bowl, and it's in his room. (12) Fudge always wants to play with Dribble when Peter goes to school.

(13) One day when Peter is at school, Fudge eats Dribble! (14) Fudge's mother rushes him to the hospital. (15) The doctors give Fudge some medicine, and the medicine makes Fudge feel better. (16) But Peter is still very upset, so his father decides to buy him a new pet.

(17) I liked *Tales of a Fourth Grade Nothing* because it was about an ordinary kid like me. (18) I understood Peter's troubles because I have an annoying one just like Fudge. (19) But the best thing about the book was that it made me laugh. (20) The things that happened to Peter and his little brother were so funny that they made me realize my brother is pretty funny, too.

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15 What change, if any, should be made in sentence 1?

A Change *I've* to **Ive**

B Change *great* to **greater**

C Change *judy blume* to **Judy Blume**

D Make no change

16 What change, if any, should be made in sentence 6?

F Change *feels* to **feeling**

G Change *he* to **it**

H Change *blammed* to **blamed**

J Make no change

17 What change, if any, should be made in sentence 8?

A Change *beginning* to **begining**

B Change *goes* to **go**

C Change *Jimmys* to **Jimmy's**

D Make no change

18 What is the **BEST** way to rewrite sentence 11?

F He keeps Dribble in a bowl in his room.

G He keeps Dribble in a bowl. In his room.

H He keeps Dribble in a bowl. And it's in his room.

J He keeps Dribble in a bowl and his room.

GO ON

19 What is the **BEST** way to rewrite the ideas in sentence 15?

   A The doctors they give Fudge some medicine that makes Fudge feel better.

   B The doctors give Fudge some medicine it makes him feel better.

   C The doctors give Fudge some medicine that makes him feel better.

   D The doctors give Fudge some medicine. And make Fudge feel better.

20 The meaning of sentence 18 can be improved by changing *one* to —

   F ordinary kid

   G pet

   H Fudge

   J little brother

GO ON TO THE NEXT PAGE

Asante wrote this story about his brother Kareem. He wants you to help him correct and improve it. Read Asante's story and think about the changes you would make. Then answer the questions that follow.

Chewy's Escape

(1) Kareem was alarmed when he walked into his room. (2) The side door to the hamster cage was open, and wood shavings from inside were scattered on the desk. (3) Kareem rushed over to the cage it was empty.

(4) He wondered how he could have been so careless. (5) He must not have in the morning fastened the door shut after feeding the hamster. (6) Now Chewy had escaped. (7) Chewy belonged to Kareem's friend Mark. (8) Mark had trusted Kareem to take care of Chewy. (9) While Mark and his family were out of town. (10) Kareem felt terrible.

(11) He searched his room and the rest of the house, but he could not find Chewy. (12) Kareem thought about replacing Chewy with another hamster and not telling Mark. (13) However, he new that would be dishonest. (14) Finally Kareem decided to buy a new hamster and tell Mark the truth about what had happened.

(15) When Mark came over to get Chewy the next day, Kareem was nervous. (16) He told Mark the story and said he was sorry. (17) Before Mark could answer, Kareem notices a scratching sound in his desk drawer. (18) He slowly opened the drawer and peeked

inside. (19) Mark coaxed Chewy out with a peice of food and put

him in the cage with the new hamster.

(20) Both boys were relieved to have Chewy back. (21) The

boys had been friends since first grade. (22) "Well, Kareem, it looks

like you bought yourself a hamster!" Mark exclaimed.

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21 What is the **BEST** way to rewrite sentence 3?

  A Rushing over to the cage that was empty is what Kareem did.

  B Kareem rushed over to it, the cage that was empty.

  C The cage was empty because Kareem rushed over to it.

  D Kareem rushed over to the cage, but it was empty.

22 What is the **BEST** way to rewrite the ideas in sentence 5?

  F He must not have fastened the door shut after feeding the hamster in the morning.

  G He must not have fastened the door shut. After feeding the hamster in the morning.

  H In the morning he must not have after feeding the hamster fastened the door shut.

  J After feeding the hamster, he must not have fastened the door shut. In the morning.

23 What change, if any, should be made in sentence 13?

  A Change *he* to **they**

  B Change *new* to **knew**

  C Change *dishonest* to **unhonest**

  D Make no change

24 What change, if any, should be made in sentence 17?

  F Change *notices* to **noticed**

  G Change *scratching* to **scraching**

  H Insert **it was** after *sound*

  J Make no change

25 Which sentence could **BEST** be added after sentence 18?

   A Two little eyes were looking back at him.

   B He had gotten the desk for his birthday last year.

   C Mark had been his best friend since second grade.

   D One time he had slammed his finger in the drawer.

26 What change should be made in sentence 19?

   F Change *peice* to **piece**

   G Change *and* to **he**

   H Change *put* to **putting**

   J Change *him* to **himself**

27 Which of the following is **NOT** a complete sentence?

   A Sentence 2

   B Sentence 4

   C Sentence 9

   D Sentence 10

28 Which sentence does **NOT** belong in this story?

   F Sentence 6

   G Sentence 8

   H Sentence 12

   J Sentence 21

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

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STOP

WRITTEN COMPOSITION

Write a composition about the best day you ever had.

The information in the box below will help you remember what you should think about when you write your composition.

REMEMBER—YOU SHOULD

❑ write about the best day you ever had

❑ make sure that each sentence you write helps the reader understand your composition

❑ write about your ideas in detail so that the reader really understands what you are saying

❑ try to use correct spelling, capitalization, punctuation, grammar, and sentences

USE THIS PREWRITING PAGE TO
PLAN YOUR COMPOSITION.

MAKE SURE THAT YOU WRITE YOUR COMPOSITION ON
THE TWO LINED PAGES IN THE ANSWER DOCUMENT.

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MATHEMATICS

Mathematics Chart

LENGTH

Metric

1 kilometer = 1000 meters

1 meter = 100 centimeters

1 centimeter = 10 millimeters

Customary

1 mile = 1760 yards

1 mile = 5280 feet

1 yard = 3 feet

1 foot = 12 inches

CAPACITY AND VOLUME

Metric

1 liter = 1000 milliliters

Customary

1 gallon = 4 quarts

1 gallon = 128 ounces

1 quart = 2 pints

1 pint = 2 cups

1 cup = 8 ounces

MASS AND WEIGHT

Metric

1 kilogram = 1000 grams

1 gram = 1000 milligrams

Customary

1 ton = 2000 pounds

1 pound = 16 ounces

TIME

1 year = 365 days

1 year = 12 months

1 year = 52 weeks

1 week = 7 days

1 day = 24 hours

1 hour = 60 minutes

1 minute = 60 seconds

Metric and customary rulers can be found on the separate Mathematics Chart.

Mathematics Chart

Perimeter	square	$P = 4s$
	rectangle	$P = 2l + 2w$ or $P = 2(l + w)$
Area	rectangle	$A = lw$ or $A = bh$

DIRECTIONS

Read each question. Then fill in the correct answer on your answer document. If a correct answer is <u>not</u> <u>here</u>, mark the letter for "Not Here."

SAMPLE A

Which digit is in the thousands place in the number 4,861,392?

A   6

B   4

C   1

D   Not Here

SAMPLE B

Joey has 8 books. Roberto has twice as many books as Joey has. How many books does Roberto have?

Record your answer and fill in the bubbles on your answer document. Be sure to use the correct place value.

STOP

1 Which number is missing from the number sentence?

$$63 \div \boxed{} = 7$$

A 6

B 7

C 8

D 9

2 Which drawing best represents a figure with one line of symmetry?

F

G

H

J
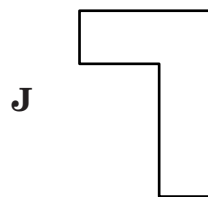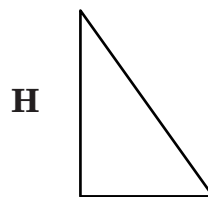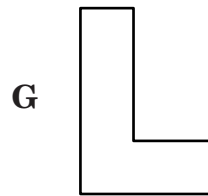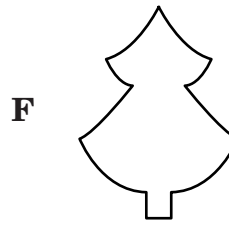
3 Which is the best estimate of the weight of a car?

A 200 ounces

B 2,000 grams

C 200 milligrams

D 2,000 pounds

4 Hal made this graph to show the number of hours that he worked for four weeks.

Hal's Job
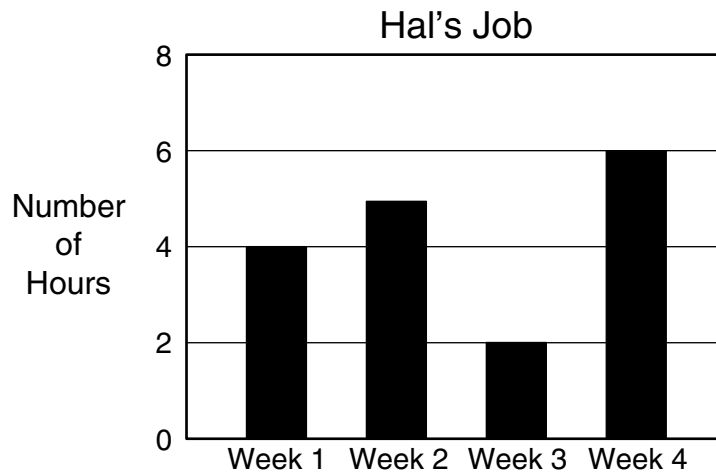
If Hal earned $6 an hour, how much money did he earn during Week 2?

F $12

G $24

H $30

J $42

5 Austin's mother bought 8 cases of soda for a party. There were 24 cans in each case. How many cans of soda did Austin's mother buy altogether?

    A 192

    B 184

    C 172

    D 132

6 The model is shaded to show which fraction?
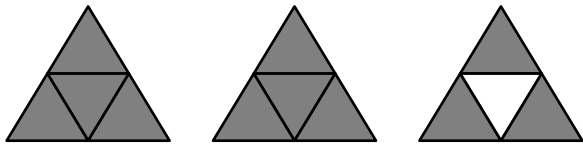
    F $2\frac{1}{3}$

    G $2\frac{2}{3}$

    H $2\frac{3}{4}$

    J $3\frac{1}{3}$

7 Ryan went to the movies. He bought a movie ticket for $3.50, a soda for $2, and 2 boxes of popcorn. What information is needed to find the total amount Ryan spent at the movies?

    A The number of people at the movie

    B The cost of a candy bar

    C The title of the movie

    D The cost of a box of popcorn

8 There were 30 cookies on a platter for 9 children. If each child ate the same number of whole cookies, how many whole cookies did each child eat?
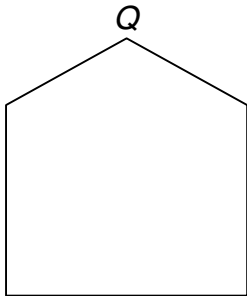
   F 3

   G 4

   H 5

   J 9

9 Which type of angle best describes angle *Q*?

   A Obtuse

   B Acute

   C Right

   D Not Here

10 Each day that Jasmine turns in her homework on time, she earns 5 points. Jasmine has turned in her homework on time for the last 8 days. How many points has Jasmine earned altogether?
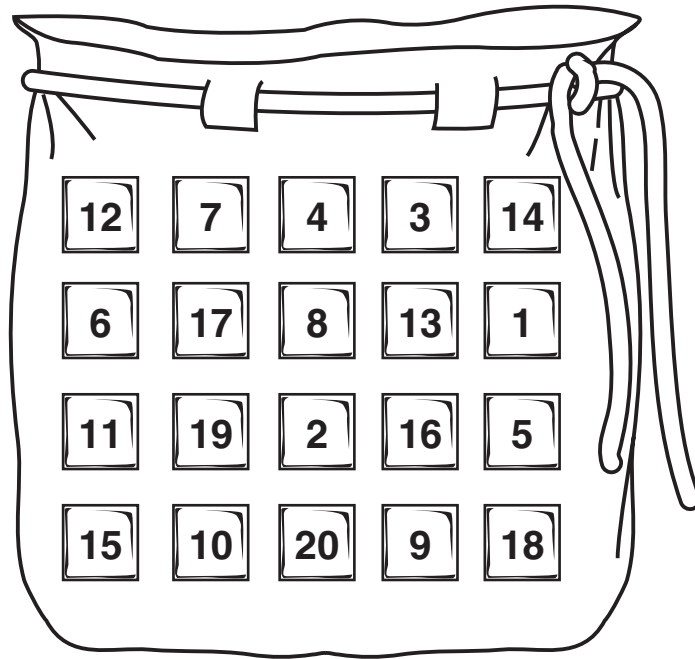
   F 30

   G 35

   H 40

   J 45

11 Jill has a bag with 20 tiles numbered 1 to 20. If she picks out 1 tile without looking, what is the probability that the number on the tile will be an even number?

A 1 out of 10

B 1 out of 20

C 10 out of 10

D 10 out of 20

12 Eli put a toy car and a toy truck on a scale. Together they weighed about 1 pound. If the toy truck weighs about 10 ounces, about how much does the toy car weigh?

F 6 ounces

G 10 ounces

H 16 ounces

J 26 ounces

13 Theo bought 2 books for $4 each and 3 pencils for $1 each. Which number sentence can be used to find the total amount of money in dollars Theo spent?

A $8 \times 4 = \square$

B $8 + 3 = \square$

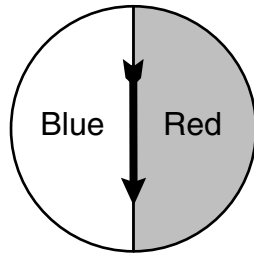**C** $6 + 4 = \square$

D $6 \times 3 = \square$

14 Which model is shaded to show a fraction equivalent to $\frac{3}{6}$?

F

G

H

J
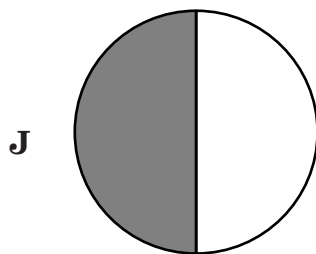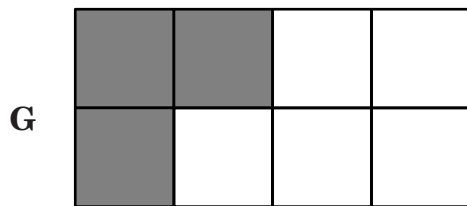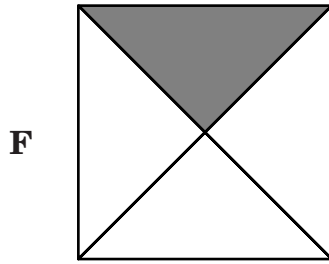
15 At breakfast the temperature outside was 68°F. At lunchtime it had gone up 5°F, and then by dinnertime it had gone down 2°F. What was the temperature at dinnertime?

**A** 61°F

B 65°F

C 71°F

D 73°F

16 Look at the spinner.

If a student spins the spinner twice, what are all the possible outcomes?

F 2 blues or 2 reds or 1 blue and 1 red

G 2 blues or 2 reds

H 2 reds or 1 blue and 1 red

J 2 blues or 1 blue and 1 red

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17 Jenny is making a necklace with beads like the one shown below. Use the ruler on the Mathematics Chart to measure the line segment under the bead in centimeters.
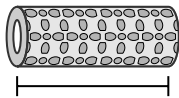
About how long is the necklace if Jenny uses 27 beads?

A 25 cm

B 29 cm

C 44 cm

D 54 cm

**18** Each number in Set P is paired with a number in Set Q. The relationship for each pair of numbers is the same.

Set P	Set Q
1	7
4	10
8	14

If the number in Set P is 11, how will you find its paired number in Set Q?

F Add 6 to 11

G Multiply 11 by 6

H Add 6 to 14

J Multiply 11 by 3

19 George scored 7 points during a basketball game. Jack scored 3 times as many points as George. Which of these shows the total number of points that Jack scored?

A The sum of 7 and 3

B The difference between 21 and 3

C The product of 7 and 3

D The quotient of 21 and 3

GO ON

20 The model is shaded to represent $2\frac{3}{10}$.
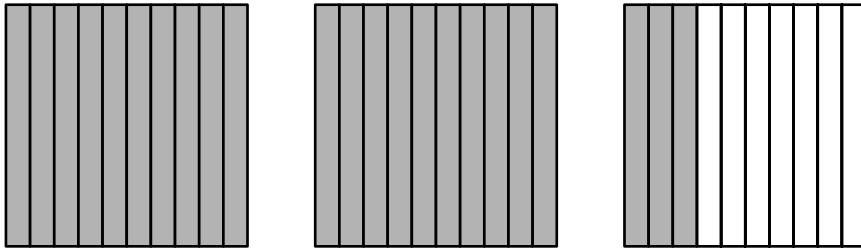
Which decimal does the model represent?

F 0.23

G 2.03

H 2.3

J 20.3

21 Mr. and Mrs. Gómez ride bikes to exercise. The table shows the total number of miles they had ridden after different numbers of days.

Number of Days	Total Number of Miles
1	10
9	90
15	150

If the pattern continues, how many miles will Mr. and Mrs. Gómez have ridden after 28 days?

Record your answer and fill in the bubbles on your answer document. Be sure to use the correct place value.

22 Which is the best estimate of the capacity of a coffee cup?

F 250 liters

G 250 gallons

H 250 milliliters

J 250 cups

23 Which pair of numbers best completes the equation?

$$\boxed{} \times 100 = \bigcirc$$

A $\boxed{65}$ and $\bigcirc 650$

B $\boxed{65}$ and $\bigcirc 6,500$

C $\boxed{605}$ and $\bigcirc 6,500$

D $\boxed{650}$ and $\bigcirc 6,005$

24 There were 1,455,268 people living in Weston in 1990. In the year 2000 there were 1,426,599 people. How many more people were living in Weston in 1990 than in 2000?

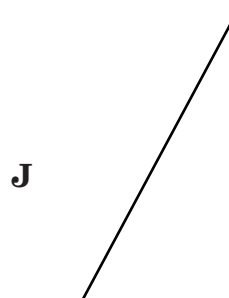**F** 27,569

G 28,669

H 28,671

J 31,331

25 Each number in Set S is related in the same way to the number below it in Set T.

Set S	1	3	5
Set T	6	18	30

If the number in Set S is 9, what is one way to find its related number in Set T?

A Multiply 5 by 6

B Add 9 and 6

C Multiply 9 by 6

D Add 5 and 6

26 Which drawing best represents a figure that has only one pair of parallel lines?

F

G

H

J

GO ON
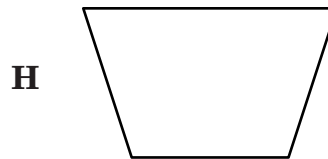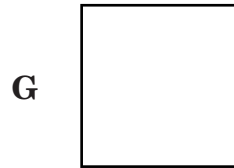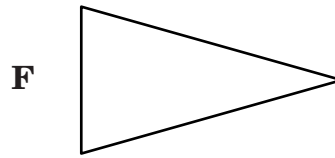
27 For a school project, Eric's class is recording all the cities in Texas that have more than 15 inches of rainfall each year and how much rain each of these cities gets. Which would be the best way for the class to organize this information?

    A Draw a picture of the state with these cities circled

    B Make a graph showing the population of the 10 largest cities

    C List all the cities in Texas in alphabetical order

    D Make a table to list the cities and their rainfall amounts

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28 Look at the clocks.
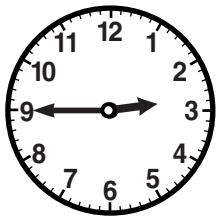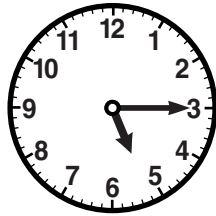
Start   End

Mark baby-sits from 2:45 P.M. to 5:15 P.M. each day. How long does he baby-sit each day?

    F 30 minutes

    G 2 hours 30 minutes

    H 3 hours

    J 3 hours 30 minutes

29 Dave washes the dishes every other day. If he washes the dishes on August 3, on which of the following days will he **NOT** have to wash the dishes?

August						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

    A August 15

    B August 21

    C August 25

    D August 30

30 Look at the rectangles below.
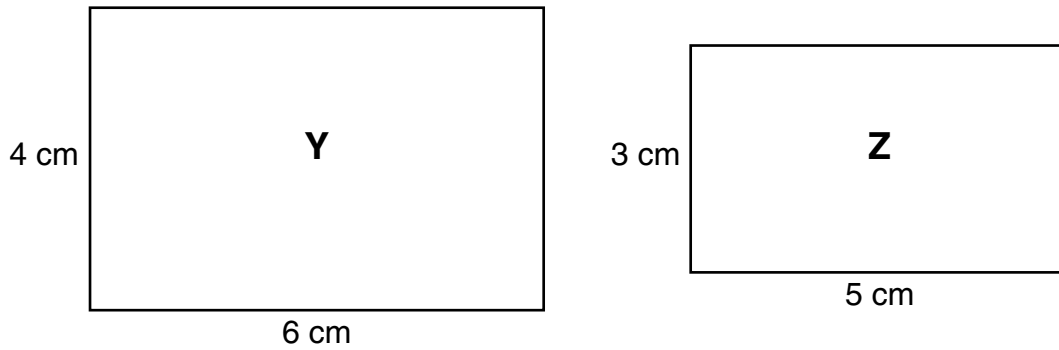
The perimeter of rectangle Y is how many centimeters greater than the perimeter of rectangle Z?

F 1 cm

G 2 cm

H 3 cm

J 4 cm

31 Zachary has a ball of string 6 yards long. He needs 20 feet of string for a project. What should Zachary do first to find out if he has enough string to equal 20 feet?

A Multiply 20 by 3

B Multiply 20 by 6

C Multiply 6 by 3

D Multiply 6 by 12

Page 44

32 The models are shaded to show that —

$\frac{1}{3}$	$\frac{1}{3}$	$\frac{1}{3}$

$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{4}$
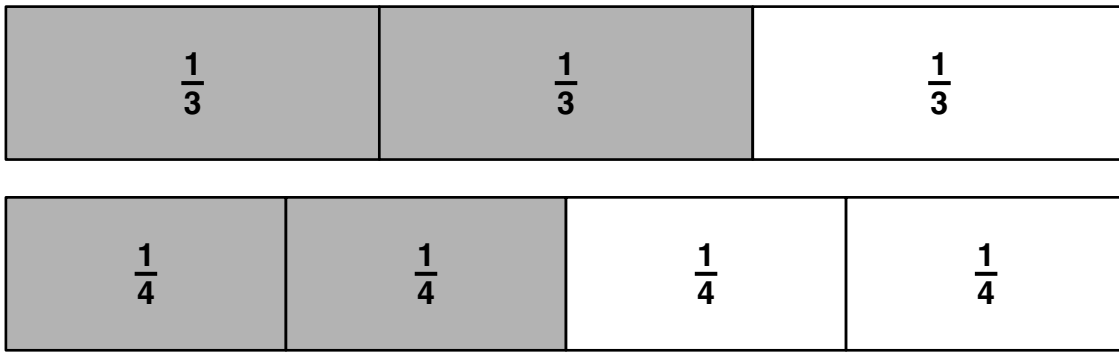
F $\frac{1}{3} = \frac{2}{4}$

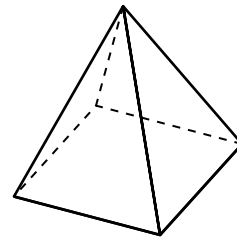**G** $\frac{1}{4} > \frac{1}{3}$

H $\frac{2}{3} < \frac{2}{4}$

J $\frac{2}{4} < \frac{2}{3}$

---

33 Alex bought lemons that were priced at 2 lemons for 18¢. What was the total cost of 5 lemons?

   A 28¢

   B 36¢

   C 45¢

   D 90¢

34 How many edges does this square pyramid have?

   F 12

   G 8

   H 6

   J 4

GO ON

35 Danny's dog ate 56 cans of food in 4 weeks. If the dog eats the same amount each week, which number sentence can be used to find the number of cans of food the dog eats in one week?
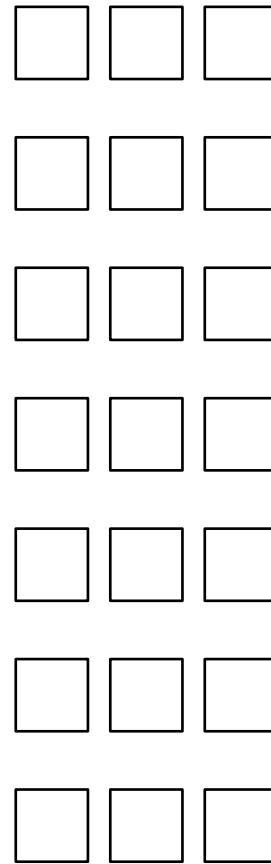
A $56 \times 7 = \square$

B $56 \div 7 = \square$

C $56 \times 4 = \square$

D $56 \div 4 = \square$

36 Avery arranged some tiles in the pattern shown below.

Which number sentence best represents Avery's arrangement of tiles?

F $7 + 3 = 10$

G $7 \times 3 = 21$

H $7 \times 7 = 49$

J $21 - 3 = 18$

37 Which point on the number line best represents $\frac{1}{2}$?
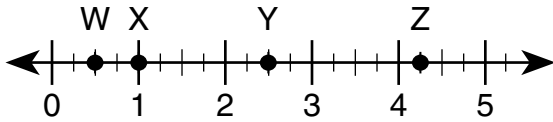
A W

B X

C Y

D Z

38 The table below shows the number of months in different numbers of years.

Months in Years

Number of Years	1	2	3
Number of Months	12	24	36

What is one way to find the number of months in 7 years?

F Multiply 7 by 12

G Add 12 to 7

H Subtract 7 from 12

J Divide 12 by 7

39 In which number sentence does 4 make the equation true?

A $40 \div \boxed{} = 8$

B $24 \div \boxed{} = 8$

C $16 \div \boxed{} = 8$

D $32 \div \boxed{} = 8$

GO ON

40 Which pair of figures does **NOT** show a translation?

F

H

G

J
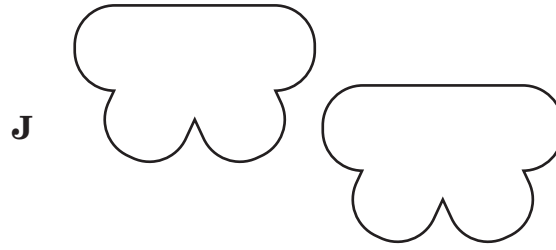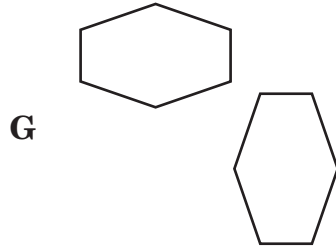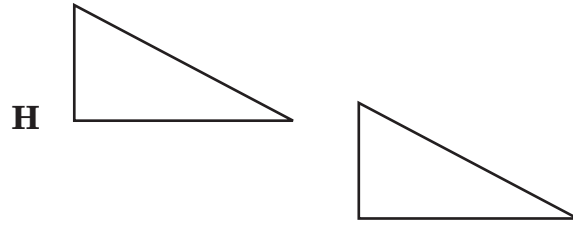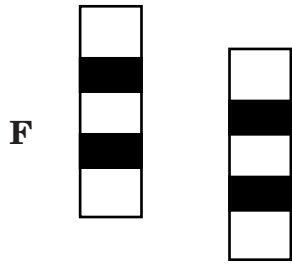
41 The graph shows the number of students in each fourth-grade class at Lake View Elementary.

Students in Fourth Grade
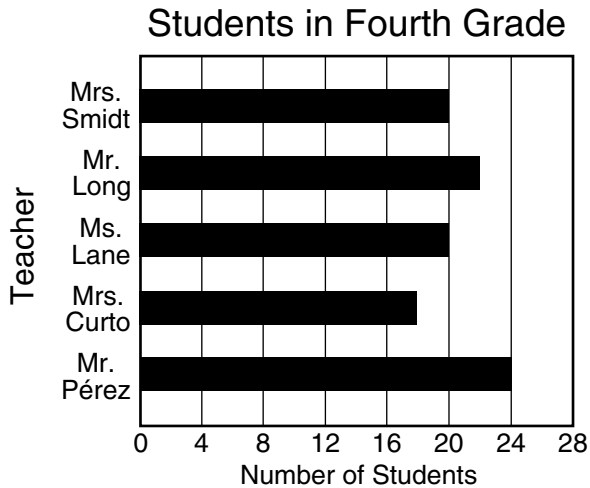
Which 2 teachers have a combined total of 46 students?

A Mr. Long and Mr. Pérez

B Mrs. Smidt and Mrs. Curto

C Mr. Pérez and Mrs. Curto

D Mrs. Smidt and Ms. Lane

42 There were 3,126 people at the fair on Saturday and 3,759 people on Sunday. Which is the best estimate of the total number of people at the fair on both days?

F 1,000

G 6,000

H 7,000

J 8,000

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

STOP
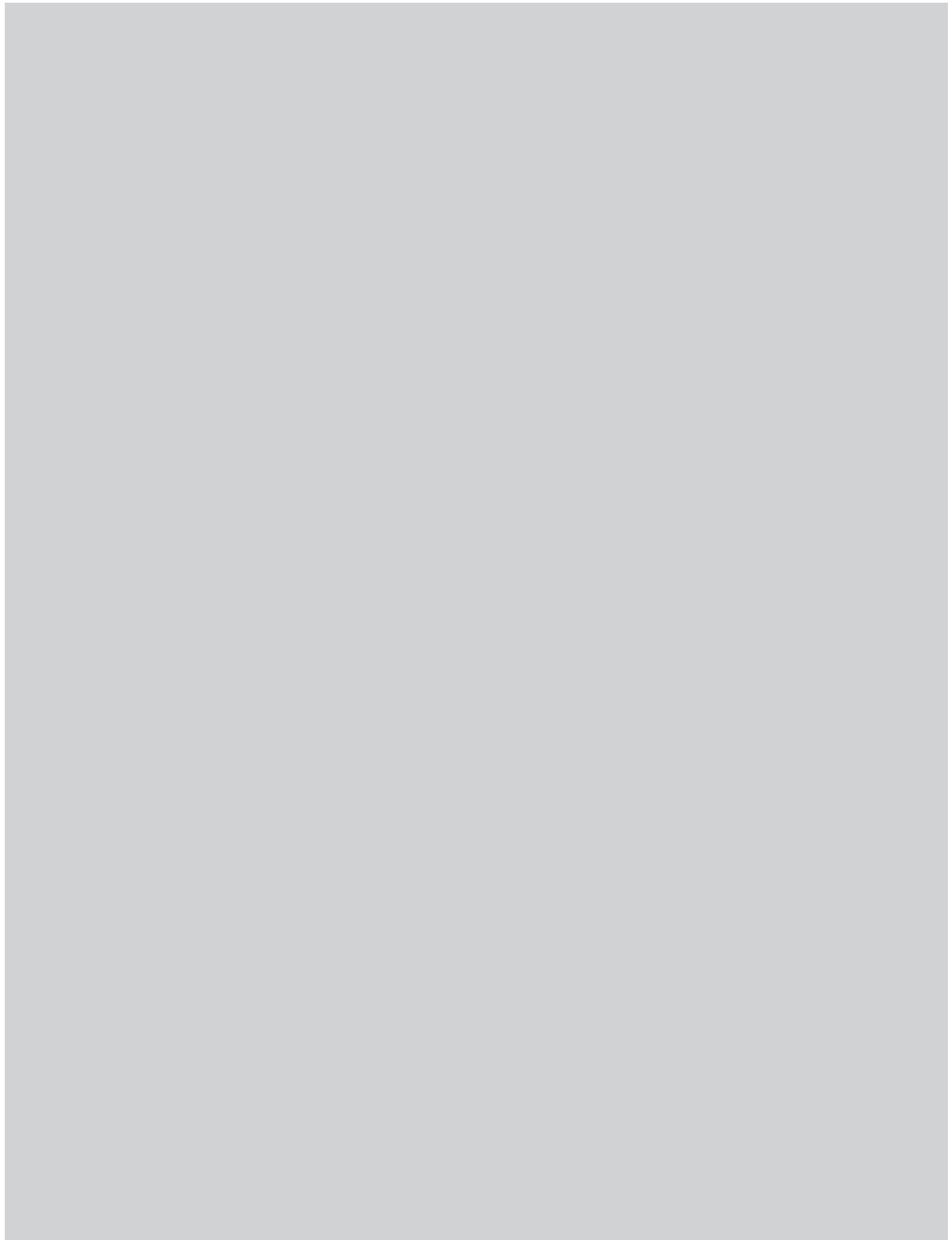
READING

Talking Drums

The Lokele people are a tribe in Central Africa. It is the custom of the Lokele people for young boys to learn important things from an uncle on their mother's side of the family. This story is about a young Lokele boy named Sete. Read this story about something special that Sete learns from his uncle.

1   Sete searched the thick forest for a good bamboo stem. "Ah," he said at last, "this one is perfect." The piece of dried wood was about as big around as his leg. Sete needed the bamboo to make a practice drum. Later that day Sete would begin learning "drum talk." Drums had been used by Sete's people to send messages from one village to another for hundreds of years.

2   Many of Sete's friends were not interested in learning about the drums. They thought other ways of communicating were better. Sete was different, though. Many of his people still used the drums, and Sete wanted to know what the messages said. He also wanted to learn to make the drums speak. Sete's uncle Baelo would show Sete how to use the "talking drums." Sete felt lucky to have his uncle as an instructor. Everyone said that Uncle Baelo was the finest drummer in the village, so Sete would learn much from him.

3   First Sete would learn on a small drum, and then he would graduate to a much larger one. The large drums were made from the logs of *padouk* trees. They made sounds that could be heard far away.

4   "I see you have found a good piece of bamboo," Uncle Baelo said when he arrived. Sete watched carefully as his uncle made the bamboo stem into a drum. First his uncle cut a slit in the wood using a special ax. Then he made the long, narrow cut deeper at one end. By hitting this side of the bamboo with a stick, Sete could make a deep, low sound. Then Uncle Baelo dug a smaller amount of wood out of the other end. By hitting this side, Sete could make

GO ON

a high sound. Later he would learn to use these sounds to make words.

5   When the drum was finished, Sete received his first lesson. His uncle taught him *ki-ke—ki-ke*, which made "high-low, high-low" sounds. When people heard these sounds, they knew a drummer was about to send a message.

6   Uncle Baelo told Sete to practice the sounds again and again. "When you have learned these sounds well, I'll teach you how to drum some words." Sete drummed *ki-ke—ki-ke* until bedtime.

7   "I could hear you from the edge of the forest," Uncle Baelo said the next day. "You know the sounds well." Then he told Sete to listen carefully to one of his favorite messages. Sete could hear the difference.

8   "*Ke-ki-ki-ki—ke-ke-ki—ke—ke-ki-ke*" sounded like "*sokolaka lik k lya botema.*"

9   "This says, 'Take away the knot of the heart,'" said Uncle Baelo.

10   "What does that mean?" Sete asked.

11   "It is a good message," his uncle answered. "It means 'Don't worry.'"

12   Sete practiced the drum sounds every day for many months. At the same time, he learned their meanings. One day Sete saw his uncle coming from the far end of the village. Uncle Baelo was carrying something large. As he got closer, Sete saw what it was.

13   "Are you letting me borrow this large drum?" Sete asked excitedly.

14   "No," Uncle Baelo answered. Sete stopped smiling. "Do not be sad, nephew," Uncle Baelo said when he saw that the happiness had <u>disappeared</u> from Sete's face. "I made this drum for you as a gift. It's yours to keep. Use it wisely."

15   Sete did not answer. As his uncle turned to walk away, Sete ran his hand over his smooth new drum and smiled. He waited until the next day to use his gift for the first time. Uncle Baelo was fishing on the river, but he would hear the message.

16   "*Ki-ke—ki-ke*," Sete began. Then "*ke-ki-ki-ki—ke-ke-ki—ke—ke-ki-ke*," he made his new drum say. "*Sokolaka lik k lya botema*."

17   "Do not worry, Uncle," Sete thought as he pounded out the sounds. "I will take very good care of my fine new drum. And someday I will show my own nephews how to make the drums talk."

---

1 Paragraph 4 tells mostly about —

   A how the practice drum is made

   B when Sete gives Uncle Baelo the piece of wood

   C which messages can be sent by the drums

   D what Uncle Baelo uses to cut the wood

2 How is Sete different from his friends?

   F He lives in a small village in Central Africa.

   G He is one of the Lokele people.

   H He wants to understand the drum talk.

   J He learns important lessons from an uncle.

3 Who taught Uncle Baelo to play the talking drums?

A His uncle

B His friends

C His brother

D His father

4 In paragraph 14, the word <u>disappeared</u> means —

F not bright

G moved aside

H came into sight

J not there anymore

5 From what the reader learns about Sete, which statement does not make sense?

A Uncle Baelo will teach Sete a new message.

B Sete will decide to stop practicing on the talking drums.

C Uncle Baelo will send a message to Sete on a drum.

D Sete will someday make a talking drum for his nephew.

6 Which sentence from the story shows that Sete knows the importance of what Uncle Baelo has taught him?

F *He also wanted to learn to make the drums speak.*

G *Later he would learn to use these sounds to make words.*

H *"I could hear you from the edge of the forest," Uncle Baelo said the next day.*

J *"And someday I will show my own nephews how to make the drums talk."*

7 Which words in paragraph 4 help the reader know what <u>slit</u> means?

A *deep, low sound*

B *long, narrow cut*

C *special ax*

D *bamboo stem*

8 Which idea from the story shows that the large drum makes loud sounds?

F Sete would learn how to make the drum speak.

G This way of sending messages has been used for a long time.

H Sete's friends thought other ways of communicating were better.

J Uncle Baelo was fishing, but he would hear the message.

GO ON

9 In paragraph 2, what does the word <u>instructor</u> mean?

    A Worker

    B Friend

    C Teacher

    D Partner

10 Uncle Baelo cuts out different amounts of wood from the two ends of the bamboo so that —

    F the drum will look different

    G the sounds will not be so loud

    H the sounds will be different

    J the drum will not break

11 Why does Sete want to learn about the talking drums?

    A He wants to send messages to his friends.

    B He wants to continue the custom of the talking drums.

    C He wants his uncle to make him a talking drum.

    D He wants to be different from everyone else.

12 Read the first sentence in the summary below. Then answer the question that follows.

Summary

Sete wants to learn how to use the talking drums of his people.

Which set of sentences best finishes the summary of this story?

    F Some of the boys are not interested in the talking drums. Sete wants to know how to make the sounds. He practices every day for many hours.

    G His uncle gives him lessons. Sete practices every day. When he learns how to make the sounds and messages, his uncle gives him a large drum.

    H Sete searches the forest for a perfect bamboo stem. When he finally finds one, his uncle makes him a practice drum. His uncle also makes him a larger drum.

    J Sete's uncle gives him a new drum. Sete sends a message to his uncle. Sete tells his uncle not to worry. He will teach his own nephews about talking drums.

GO ON
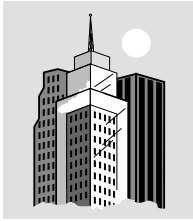
CHICAGO EXPRESS-NEWS

Thursday, May 18, 2000

HUGE BONES MAKE BIG HIT!

by Fred Randall
Staff Writer

1   What's bigger than a school bus and has teeth up to 12 inches long? It is Dinosaur Sue! Sue is a *Tyrannosaurus rex*, or *T. rex*. She is on display at the Field Museum of Natural History in Chicago.

2   This colossal dinosaur skeleton is named after Sue Hendrickson, the scientist who discovered it. The enormous skeleton is 41 feet long. It stands 13 feet high at the hips. The skull alone is more than five feet long and weighs about 600 pounds!

3   In August 1990 Hendrickson was searching for dinosaur bones on the Cheyenne River Indian Reservation. The reservation is in South Dakota. It is in an area of high mountains and rugged cliffs known as the Badlands.
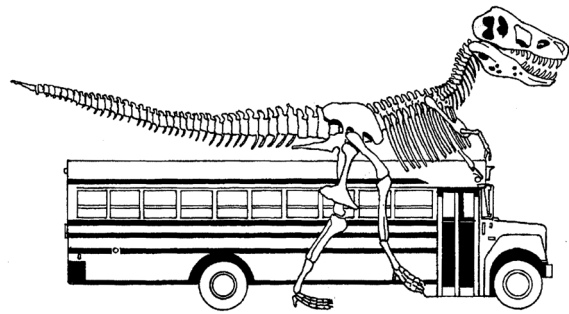
4   One day Hendrickson spotted some large bones sticking out of one of the cliffs. She knew by their size that the bones belonged to a *T. rex*. Hendrickson's discovery was the biggest and most complete dinosaur skeleton ever unearthed. Other *T. rex* skeletons had been found buried in the ground nearby, but they were always missing many of their bones. Hendrickson's new discovery was missing only a few bones.

5   A problem soon arose, however. A judge had to settle a dispute over the rights to the *T. rex*. The argument began when Maurice Williams, a member of the Cheyenne River Sioux tribe, said that he owned the skeleton. Williams insisted that it was his because it was found on his land. The judge agreed with Williams. The Field Museum finally paid more than eight million dollars for the bones.
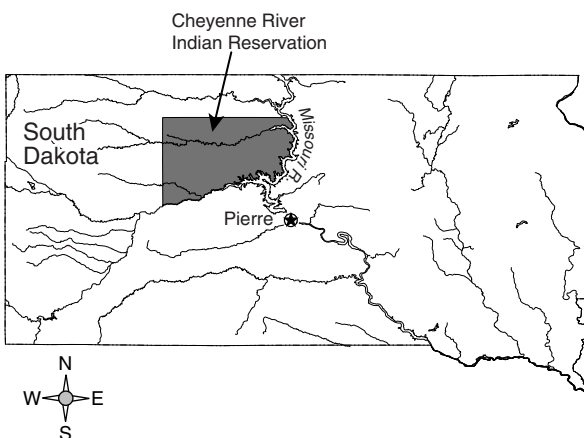
■   **see Huge Bones, page 2**

6 It was worth the price. Workers carefully took Sue's bones out of the ground and cleaned and prepared them. The bones were then connected like a huge puzzle. It took two years to assemble them. Now Sue stands on a base of rocks in the museum.

7 Experts have learned much about Sue's life. They think that the dinosaur weighed around 14,000 pounds. Scientists could also tell that Sue had been in many fights. Some of the big *T. rex*'s bones were broken, and part of another dinosaur's tooth was found in one of Sue's ribs.

8 Hendrickson was at the opening day of the museum's dinosaur show, along with a crowd of curious people.

9 "Imagine running into a live animal of that size!" one visitor exclaimed.

10 "I want to touch the bones," said a 10-year-old.

11 Sue's bones are too delicate to handle. So the museum made plaster copies that visitors can touch. Children enjoy them very much. The museum also shows a movie telling how Sue's bones were prepared and put together.

Dinosaur Sue can be viewed daily from
9:00 A.M. to 5:00 P.M. The Field Museum is at
1400 South Lake Shore Drive in Chicago.

Lisa's Report About the Museum

Lisa Vásquez

Grade 4

October 3, 2000

My Visit with Dinosaur Sue

1   Today our class visited the Field Museum of Natural History. We went to see the new dinosaur exhibit. At first I wasn't interested in seeing an old pile of bones. Why would anyone want to learn about something that's not around anymore?

2   First we walked into a big room. I looked up—and up and up. I was staring at the bones of a giant beast! It almost filled the room. Two huge, dark holes in its bony head stared back at me. It was Dinosaur Sue, the museum's *Tyrannosaurus rex* skeleton.

3   Our guide told us all about Sue. He said that when she was living, Sue weighed more than 150 fourth graders put together! He told us to look at her teeth. She had 60 of them! They were long and sharp. One tooth looked as long as my school ruler. The guide said the *T. rex*'s teeth show that she was a meat eater. I'm glad I wasn't around when the dinosaurs were alive. I might have been lunch!

4   As I looked at it, I imagined what the dinosaur had looked like when it was alive. No one knows what colors dinosaurs were, but I pictured it as brownish-gray. I could see it crashing through the grass and trees searching for food.

5   Suddenly I realized that these bones had once belonged to a living creature here on Earth. It made me wonder about other creatures that had once lived here. Now I understand why people want to learn about these creatures. Perhaps I will hunt for dinosaur bones someday. It would be very exciting to find a dinosaur skeleton.

13 Which word in paragraph 5 of the newspaper article helps the reader know what <u>dispute</u> means?

   A *argument*

   B *member*

   C *judge*

   D *dollars*

14 Why are museum visitors not allowed to touch the real dinosaur bones?

   F The bones might get damaged.

   G The bones do not belong to the museum.

   H The bones can be dangerous to people.

   J The bones are still being cleaned and prepared.

15 From the article, what can the reader tell about the Badlands of South Dakota?

   A It is a very cold area.

   B It was once home to many *T. rex* dinosaurs.

   C It has many science museums.

   D It is the only place where *T. rex* bones are found.

16 In paragraph 2 of the newspaper article, the word <u>colossal</u> means —

   F huge

   G difficult

   H lifelike

   J missing

GO ON

17 Paragraph 4 of the newspaper article is mainly about —

    A the skeleton that Hendrickson found

    B the bones that the *T. rex* was missing

    C other skeletons that have been found

    D the cliff where Hendrickson spotted the bones

18 How were experts able to learn more about Dinosaur Sue?

    F They read the article in the newspaper.

    G They studied the dinosaur's bones.

    H They asked the judge many questions.

    J They made a plaster copy of the skull.

19 Which word in paragraph 6 of the newspaper article helps the reader know what <u>assemble</u> means?

    A *ground*

    B *stands*

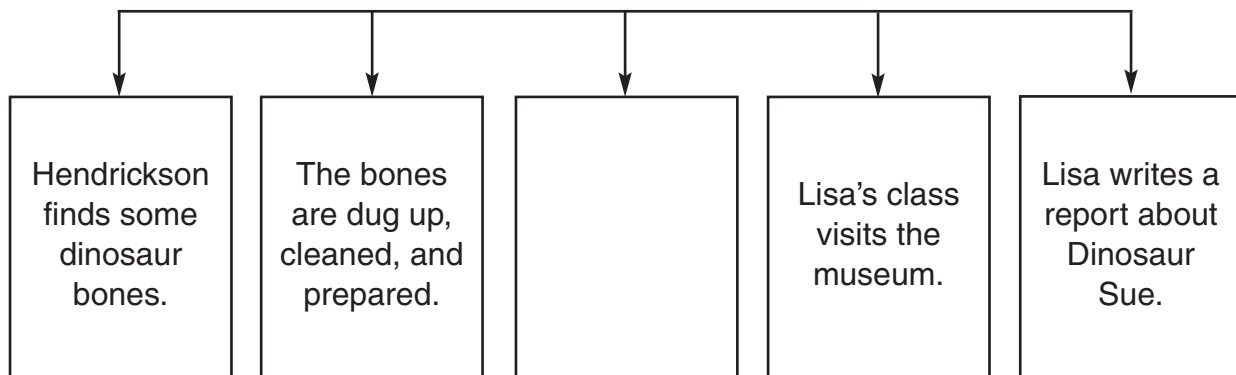   **C** *connected*

    D *price*

GO ON

20 How does Lisa feel when she first gets to the museum?

    F She is anxious to see Dinosaur Sue.

    G She wants to see how long a *T. rex* tooth is.

    H She is sad that dinosaurs are no longer alive.

    J She doesn't want to learn about dinosaurs.

21 From paragraph 2 of the report, the reader can tell that Lisa is —

    A surprised by the size of the skeleton

    B afraid Dinosaur Sue will fall apart

    C glad that Dinosaur Sue has a room of her own

    D confused because the skeleton stares at her

22 How do Lisa's thoughts about dinosaurs change after she sees Dinosaur Sue?

    F She thinks dinosaurs are not important.

    G She believes dinosaurs were not real.

    H She wants to touch the dinosaur.

    J She becomes interested in dinosaurs.

23 What is the purpose of Lisa's report?

    A To tell what the museum looked like

    B To describe her experience at the museum

    C To tell what she wants to be when she grows up

    D To describe the students in her class

24 In Lisa's report, what is paragraph 3 mainly about?

    F The way a *T. rex* ate meat

    G The number of teeth Dinosaur Sue had

    H The information Lisa learns about Sue from the guide

    J The guide who gives tours of the museum to students

25 Which sentence from Lisa's report shows that she is interested in learning more about dinosaurs?

    A *Why would anyone want to learn about something that's not around anymore?*

    B *It was Dinosaur Sue, the museum's* Tyrannosaurus rex *skeleton.*

    C *I'm glad I wasn't around when the dinosaurs were alive.*

    D *It made me wonder about other creatures that had once lived here.*

GO ON

26 The newspaper article and Lisa's report both tell about —

F the price the museum paid for the skeleton

G where Dinosaur Sue was found

H the museum showing Dinosaur Sue's skeleton

J what Dinosaur Sue used to eat

27 Lisa's mother could not have seen the Dinosaur Sue exhibit when she was in fourth grade because —

A she could not afford to go to the museum

B the exhibit was too dangerous for the public

C the Dinosaur Sue skeleton had not yet been discovered

D scientists were still trying to put the Dinosaur Sue skeleton together

GO ON

28 The diagram below shows events from these selections. Use the diagram to answer the next question.

Hendrickson finds some dinosaur bones.	The bones are dug up, cleaned, and prepared.		Lisa's class visits the museum.	Lisa writes a report about Dinosaur Sue.

Which of these belongs in the empty box?

F Lisa hunts for dinosaur bones.

G Hendrickson goes to the Cheyenne River Indian Reservation.

H Another *T. rex* skeleton is found.

J Dinosaur Sue is put together at a museum.

29 Lisa's report is different from the newspaper article because the report —

A gives facts about where Dinosaur Sue was found

B describes what the bones look like

C tells how Lisa feels when she sees Dinosaur Sue

D explains how the bones were put together

The Story of Stickeen

John Muir (1838–1914) was a well-known author and explorer who helped establish the United States' national parks. He is best known for his exploration of the mountains of California's Sierra Nevada and the glaciers of Alaska.

1   It was early in the morning when John Muir stepped out of his tent into the rain. The other men were still asleep. Muir slipped some bread into his pocket and made his way toward the large glacier. He had come to Alaska to study these giant mountains of ice, which can be miles wide.

2   As Muir walked toward the massive glacier, he heard a familiar sound behind him. He turned to see Stickeen, a little black dog, following him.

The rugged ice of a glacier can be dangerous to explorers.

3   "Go away, Stickeen! Stay at camp!" Muir commanded. Stickeen only wagged his bushy tail. The dog always followed Muir, even though he belonged to another man in the team of explorers.

GO ON

4   "You never could obey an order," Muir sighed. It had begun to rain harder, and he knew crossing the glacier would be a dangerous hike. He also knew that no matter what he did, Stickeen would follow him. Anxious to explore the glacier, he gave up the fight.

5   Muir started his way through the icy wilderness with Stickeen close behind. The cracking ice on the glaciers makes splits called crevasses. These cracks in the ice are deep and wide. Muir knew that he and Stickeen would have to cross many of these crevasses. One slip on the icy surface could mean death for both of them.

A crevasse in a glacier can be several feet wide and hundreds of feet long.

6   They traveled over the glacier for hours, stopping every so often to eat a bit of bread. Muir kept a careful eye on Stickeen as they hiked. He remembered another time when Stickeen had followed him onto the glacier. Stickeen's feet had begun to bleed from the sharp ice, but the little dog kept going. The little dog showed no fear as he followed Muir.

7   As darkness approached, Muir and Stickeen started back toward camp. Suddenly they came to a huge crevasse that was too

GO ON

wide to jump over. Muir looked down and saw a narrow bridge of ice about 25 feet below where they stood. It was too late in the day to find another way back to camp. Muir knew that the icy bridge was the only way across. If they didn't make it back to the campsite, they might not survive the cold of the night. The temperature would drop so low, they would surely freeze to death.

8   To make his way down to the bridge, Muir took his ax and dug out some ice near the edge of the crevasse. He put his foot into the depression. Then he leaned over the edge of the crevasse and began cutting out another little foothold. While Muir worked, Stickeen gave him a scared look and began to whimper.

9   "Hush your fears, my boy," Muir said. "We'll get across safely, but it's not going to be easy."

10   Muir put his foot into the foothold and leaned over to make another one. He did this until he finally reached the narrow ice bridge. He looked up to see whether Stickeen had followed, but the dog had not moved.

11   Muir carefully slid along the bridge. He did not dare to look down at the thousand-foot drop. When he came to the end, he again made a foothold in the ice. He made his way up the other side. Across the way, Stickeen whined loudly.

12   Muir called and called for Stickeen to come. He knew that Stickeen was scared and that this would be difficult for the little dog. Muir called for quite some time. Finally Stickeen, looking straight into Muir's eyes, began to cross. He put his body in the hollow Muir had made at the top of the ice. Then, front feet first, the brave little dog slid down to the first foothold, then the second, and then the next, until he slid down to the bridge.

13   Stickeen crossed the bridge without trouble. On the other side, however, he faced a new obstacle. The climb out of the crevasse was very steep. Muir tried to reach down to grab the dog but couldn't. Muir knew that dogs are poor climbers. He wasn't sure

how the dog was going to get to the top. As Muir tried to think of a way to help the dog, Stickeen suddenly hooked his paws into the foothold. He leaped up the wall to safety. With danger behind them, the two danced on the glacier's edge.

14   After many hours of adventure, Muir, with Stickeen close behind, arrived back at the camp.

First photo courtesy of © Richard Hamilton/CORBIS and second photo courtesy of © CORBIS.

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30 The author's description of the Alaskan wilderness helps the reader understand —

  F   how crevasses and cracks are formed in glaciers

  G   why Stickeen liked to follow Muir on hikes

  H   why Muir went out while the other men were asleep

  J   how dangerous Muir and Stickeen's situation was

31 From paragraph 6, the reader can tell that Stickeen was —

  A   tough and determined

  B   mean and fierce

  C   old and weak

  D   well behaved and shy

32 Muir did not want Stickeen to follow him because he —

F didn't like the little dog

G knew it would be a difficult hike

H wanted to camp on the glacier all night

J didn't want to share his bread

33 Why was it important that Muir and Stickeen get back to camp quickly?

A It would get even colder after dark.

B It would be hard to see the crevasses at night.

C Muir wanted to share his findings with the other explorers.

D Muir wanted to treat Stickeen's feet.

34 Based on information given in this story, the reader can tell Muir's camp was —

F at the top of the mountain

G in a deep crevasse of a glacier

H in the icy wilderness near a glacier

J on a huge river of ice in Alaska

35 Read the chart of events.

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Muir Crossing the Ice Bridge

  • Dug out footholds

  • Lowered himself over the
    edge

  • _____

  • Called for Stickeen to cross
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Which of the following best completes the chart?

A Slid along the ice bridge

B Put bread in his pocket

C Jumped to the other side

D Danced on the side of the glacier

36 On an earlier trip, why did Stickeen start to bleed?

F He stepped on Muir's ax.

G His feet had become frozen.

H The ice had cut his feet.

J His foot had gotten stuck in a crevasse.

37 Which of these is the best summary of the story?

A John Muir went out to study a glacier, and a dog named Stickeen followed him. Later they had to cross a dangerous crevasse to get back to camp.

B John Muir and a dog named Stickeen climbed a large glacier in Alaska. Glaciers are large mountains of ice that can have deep cracks in them.

C On their way back to camp, John Muir and Stickeen were trapped on one side of a large crevasse. The temperature was dropping, so they needed to get back to camp.

D John Muir cut hollows in the ice so he and Stickeen could climb across a crevasse. After many hours they made it back to camp.

38 Paragraph 5 is mainly about —

F why Stickeen showed no fear

G what glaciers are like

H the food Muir and Stickeen ate

J why Stickeen didn't listen to Muir

39 In paragraph 8, what does the word <u>depression</u> mean?

   A A special climbing boot

   B A gentle warm breeze

   C A dug-out or lowered area

   D Icy cold water

40 Why is it important to know that it was raining when Muir started his hike?

   F It makes the reader feel sorry for Muir.

   G It shows why the other explorers stayed at camp.

   H It explains why Stickeen couldn't follow Muir's tracks.

   J It makes Muir's trip seem even more dangerous.

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

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STOP