



**ELA**  
**Grade 4**

# **EOG HOME PRACTICE**

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**WAKE COUNTY SCHOOLS**

**2014 - 2015**

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# The Venus Fly Trap: Carnivore of the Carolinas

Insects and spiders of North and South Carolina better beware of a most unusual meat-eater who just might have them on the lunch menu for the day. We're not talking about frogs or lizards, but the Venus Fly Trap, a rather small plant which traps and consumes those small creatures for its own survival.

## How Does It Work?

The Venus Fly Trap contains a series of 4-7 leaves which are arranged in a circular fashion and serve as the site of capture for prey. The inner portion of the dual leaf is rosy red in color, which just happens to be nature's way of attracting potential food. "Trigger hairs" are located around the perimeter of the two leaves, and if these particular hairs are bent with enough force, they close around the prey like two locking jaws! This feisty plant then uses its own juices to eat its meal.

Fortunately for some, not every creature caught by this living trap ends up as plant food. The Fly Trap is finicky and doesn't waste time and energy on the tiniest of creatures. Nature has provided "escape windows" between the trigger hairs so the extremely small can wiggle free.

## Where Can I Find One?

4 If you're searching for a Fly Trap in its natural environment, you'll have to visit a small area in the Carolinas. The Venus Fly Trap is indigenous to the swampy areas of North and South Carolina near the city of Wilmington, N.C. Don't plan on taking one home with you because they have become endangered, and removing one is against the law.

5 If you are interested in owning one of these exotic plants, you will need to visit a plant nursery or order online. It will be important for the health of the plant for you to do some research on how to provide proper care.

## What Do I Need to Know?

- 6 Here are some tips to keep in mind when caring for a Venus Fly Trap:
- Give your plant lots of sunshine.
  - Use rainwater or distilled water.
  - Fertilizer is not needed.
  - The best soil is a mixture of 70% moss and 30% soil.
  - Expect a calm season from November through March when this little meat-eater isn't very active.

Enjoy your pet carnivore, and remember to put up a "Beware of Plant" sign for the insects and spiders!

1. Which resource would *most likely* give you more information about the Venus Fly Trap?
    - A. a dictionary
    - B. a garden advertisement
    - C. a newspaper article
    - D. a website on the Venus Fly Trap
  2. What is the purpose of organizing the selection in subheadings?
    - A. to define some of the words
    - B. to help the reader finish the selection
    - C. to encourage the reader to read the selection again
    - D. to give the reader an idea of the content in each section
  3. In the third paragraph, what is another meaning for the word *finicky*?
    - A. careful
    - B. difficult
    - C. picky
    - D. thoughtful
  4. What generalization does the author *probably* want you to make about insects and spiders?
    - A. They are food for the Venus Fly Trap.
    - B. They are on the endangered list.
    - C. They can escape the Venus Fly Trap.
    - D. They hide in its leaves.
  5. Why is this selection an example of the nonfiction genre?
    - A. It provides accurate facts.
    - B. It tells a story.
    - C. It uses rhyming words.
    - D. It was written long ago.
  6. According to the selection, which statement about the Venus Fly Trap is true?
    - A. The Venus Fly Trap can be removed from its natural environment.
    - B. The Venus Fly Trap does not eat the tiny insects.
    - C. The Venus Fly Trap is a beautiful violet plant.
    - D. The Venus Fly Trap uses sunlight as its food.
  7. Why did the author write this selection?
    - A. to entertain the reader with the description of the Venus Fly Trap
    - B. to inform the reader of Venus Fly Trap facts
    - C. to persuade the reader to purchase a Venus Fly Trap
    - D. to share the dangers of the Venus Fly Trap
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## Changing the Face of the Earth

There are strong forces in nature that have the power to change the surface of the earth. These forces cause weathering and erosion and can make mountains crumble and reshape the earth's landscape.

Weathering is when rocks on the surface are broken into smaller pieces. Weathering can lead to erosion, which is when pieces of rock are moved to other places. There are four major forces that cause weathering and erosion—wind, water, ice, and acid.

### Wind

Strong winds can blow against rocks and dirt on mountains or canyons and break off chunks of rock. After many years, larger rocks can be broken into smaller ones. A boulder can even disappear over time when the wind continues to break off pieces. Many mountains and canyons look very different today than they did thousands of years ago. The strength of the winds changed the appearance of the rocks.

### Ice

Ice is another force that has the power to change the land. In very cold places, sheets of ice, called glaciers, form and glide slowly over the land. As they move, the glaciers knock down the landscape in their way like trees and rocks. The movement of the glaciers over the land causes rocks and earth to be picked up and moved. Over thousands of years, a glacier can change the way the land looks. It can take the sides off of mountains and can form U-shaped valleys between mountains.

### Water

Water can move land, rocks, and trees. When a river floods, the force of the water's movement can take down trees. It can also catch rocks, logs, and plants and move them downstream. Ocean waves can break off rocks on the shore. These waves change the shape of the coastline. They can make a beach narrower as the rocks break off into the water. Water also breaks apart very large rocks. Water from rain or flash floods can flow into cracks in the rocks. When the weather gets colder, the water freezes and takes up more space, forcing the crack to become larger. This larger crack often causes a rock to fall apart. The smaller pieces are then washed away and end up somewhere else.

### Acid

Acid is another force in nature that can change the surface of rocks. This happens mostly in underground caves. Water mixes with chemicals in the ground and in the air. These chemicals help form acids that can eat away at rocks over time. As water flows into spaces underground, the acids in the water help form gaps, tunnels, and rock formations.

Wind, ice, water, and acid are powerful forces that cause weathering and erosion. These forces can be so severe that they significantly change the earth's landscape forever.



8. Which is the *best* summary of the text?
- A. Acid eats away at rocks over time and creates gaps that cause the landscape to change.
  - B. Many mountains look different today than they did years ago.
  - C. There are four forces that cause weathering and erosion and cause the landscape to change.
  - D. Erosion is the movement of rocks to other places.

9. Which detail from the text *best* supports the author's point that water is a force that causes weathering?
- A. The strength of the winds changed the appearance of the rocks.
  - B. As they move, the glaciers knock down the landscape in their way like trees and rocks.
  - C. Ocean waves can break off rocks on the shore.
  - D. These chemicals help form acids that can eat away at rocks over time.
10. Which question will the reader be able to answer after reading the text?
- A. How does acid get in the ground?
  - B. Why are river floods so forceful?
  - C. Where are you likely to see weathering caused by wind?
  - D. How does a glacier change the landscape?
11. How do the photographs help the reader understand the text?
- A. They help the reader understand weathering by showing a mountain canyon.
  - B. They help the reader understand weathering by showing water freezing rocks.
  - C. They help the reader understand weathering by showing an ocean wave breaking off rock.
  - D. They help the reader understand weathering by showing how the landscape was changed by weathering.

## Handy Dandy

What can I put in a ten gallon hat?  
A German shepherd or a Siamese cat  
A ball, a glove, and a baseball bat  
What can I put in a ten gallon hat?

5 What can I keep in my cowboy boots?  
Cactus plants or bamboo shoots  
Kazoos, recorders, tin whistles, and flutes  
What can I keep in my cowboy boots?

What can I store in evening gloves?  
10 Acorns that fall from the trees up above  
Cardinals, blue jays, pigeons, or doves  
What can I store in evening gloves?

What can I place in my overalls?  
Screwdrivers, wrenches, hammers, and saws  
15 Water collected from Niagara Falls  
What can I place in my overalls?

What can be done with these garments, you say?  
Stuff `em full of straw and hay  
Hang `em and scare the crows away  
20 That's what I'll do with this fine array !

12. According to the text and the illustration, what does the speaker do with the clothes in the last stanza?

- A. The speaker hangs them in the closet.
- B. The speaker stuffs tools in them.
- C. The speaker puts them in a pile of hay.
- D. The speaker makes a scarecrow with them.

13. Which would be the *best* choice for another title of this poem?

- A. This Fine Array
- B. Ten Gallon Hat
- C. Hiding Clothes
- D. Storing Acorns

14. Based on the context of the poem, what does the word *array* mean in line 20?
- A. a pile of garbage
  - B. a collection of clothes
  - C. a set of tools
  - D. a chest used for storing
15. Which experience *most likely* helped the author write this text?
- A. The author watched a squirrel storing acorns for the winter.
  - B. The author saw someone wearing overalls and a ten gallon hat at the park.
  - C. The author found a box of old clothes in his attic.
  - D. The author visited Niagara Falls on vacation.
16. What does the speaker consider placing inside the evening gloves?
- A. birds
  - B. instruments
  - C. sports equipment
  - D. water
17. How is the last stanza different from the rest of the poem?
- A. The last stanza of the poem does not have four lines.
  - B. The last stanza of the poem does not repeat the first line as the last line.
  - C. The last stanza of the poem does not use rhyme.
  - D. The last stanza of the poem does not mention items to put in clothes.
18. What is a synonym of the word *store* used in line 9?
- A. give
  - B. lose
  - C. save
  - D. use

## Her Three Loves

Me, a motorcycle, and rock climbing – those were my mom’s passions. She always gave me her full attention, but any leftover time was then divided between her love for her Harley and her love for *scaling* the highest walls and rock cliffs she could find. Between the three of us, my mom stayed busy but enjoyed life to its fullest. Most people would never call her a traditional lady, but Mom knew I was proud of her uniqueness. When I was younger, I remember wishing she were more like a normal mother. I *used* to wish that but not anymore!

Other moms loved to cook. Over the years, Mom developed a fondness for avoiding any and all activities in the kitchen. That’s when life as we knew it began to change. Trying to discover my hidden talents, I signed up for a life skills class. (Secretly, I believe my mom was hoping I would pick up where she left off in this area!) We were expected to learn to develop and perfect many skills learned in this class, but the one I dreaded most was cooking. Everyone in my class was asked to create an original recipe and present it to the class. Although Mom was not a role model for me in the kitchen, I needed her help. As soon as I told her about the project, she began laughing hysterically. How could she help me when she had no clue what to do herself? She offered to teach me everything she knew about motorcycles or climbing, but cooking?

The following Saturday, we spent most of the day in the kitchen, a first for us. We flipped through all of the cookbooks and recipe cards Mom had collected over the years. She had never tried any of them, but long ago she believed that one day they would come in handy. After combing through a short stack of recipes that caught our attention, like asparagus cake, noodleless lasagna, peanut butter and raisin bread custard, and Vanilla Wafer cookie cake, the time had come to pick the best of the best. Choosing several recipes that sounded like they would taste great together, we created a dish that combined the Southern flavor of BBQ with a traditional meatloaf, and the resulting flavor was unforgettable! Between the two of us, we had discovered the BBQ Potato Cheese Meatloaf. I was convinced I would win the prize for the best recipe ever.

4 It was the morning our projects were due, and as usual, Mom took me to school on the back of her Harley on her way to teach a rock climbing class at the local gym. Afraid she would lose track of time at the top of her imaginative rock mountain, I made her repeat after me ten times, “I’ll be back at 12:00 with your culinary delight!” Family members were invited to bring the results of our projects and join us for the presentations. There was no doubt that she was going to remember because I heard her loudly scream those same words over the massive roar of her bike as she drove out of sight.

5 I watched the hands on the clock tick away the seconds as 12:00 rolled around. I saw Derrick’s dad proudly enter the room with a chocolate masterpiece. Kim’s grandmother strolled in with a chicken casserole and aroma that made our stomachs growl hungrily. Travis and his mom brought in a gallon jug of some concoction that had lemon and lime slices floating on top. With each new dish and guest who entered, my anticipation would rise, then fall. Could my mom have forgotten? Did she realize how very important this day was? Did she know how proud I was of our creation? As the clock struck noon, disappointment struck me.

6 Then I heard a faint, yet ever-growing roar that was all too familiar to my ears. Alright, Mom! My heart was racing as I walked to the window, but then it stopped beating when I saw her waving at me so proudly – she had made it! It was obvious she didn’t have a clue that she had forgotten our dish. When she saw my reaction, she immediately realized what she had done, and her regret was noticeable.

7 However, it didn’t last long. At that moment, the fire alarm sounded and the smell of smoke was hovering over us. Someone’s hot oil on the stove had caught on fire, and flames were reaching the ceiling. Practicing fire drills was second nature to all of us, so we calmly filed out of the school onto the front lawn. As soon as the alarm stopped, we heard Tori’s muffled screams coming from the room next door to the fire. She was stuck and couldn’t get out. All of us tried not to panic, but we were all petrified and didn’t know what to do to help her.



8 My “not-so-traditional” mom was the only one moving behind us. She pulled out her rock-climbing bag from the back of her *radiant* red motorcycle and ran towards the building. In an instant, she was scaling the wall and heading up to the room where Tori was trapped. Before we knew it, Mom had Tori in a make-shift harness and lowered her down to safety. As soon as Tori’s feet were on the ground and she was out of the harness, Mom reeled the rope back up, made some adjustments, and then rappelled back down to a very thankful crowd. As I looked around at the people surrounding her, I couldn’t help but smile with pride. Who wants normal when you could have this?

Me, a motorcycle, and rock climbing – those were my hero’s passions.

19. What is the *main* idea of the selection?

- A. appreciating others just as they are
- B. recognizing the many roles parents have
- C. seeing the importance of rock climbing
- D. being aware of the dangers of kitchen fires

20. What does *scaling* mean in the first paragraph?

- A. weighing
- B. measuring
- C. climbing
- D. cleaning

21. In the third paragraph, one of the unusual recipes included noodleless lasagna. Which description *most likely* describes this dish?

- A. cheese, sauce, meat, and spaghetti noodles
- B. cheese, sauce, meat, and spaghetti noodles chopped and mixed together
- C. layered cheese, sauce, and meat with lasagna noodles only on the bottom
- D. layered cheese, sauce, and meat without noodles of any kind

22. Who would benefit *most* from reading this selection?

- A. someone who knows what to do in case of fires or emergencies
- B. someone who supports the importance of life skills classes
- C. someone who is embarrassed by his/her family's behavior
- D. someone who is searching for unusual hobbies or pastimes

23. What is the purpose of this selection?

- A. to encourage readers to be creative when cooking
- B. to support the sport of rock climbing
- C. to encourage unusual behavior
- D. to show that everyone has special skills

24. Which statement *best* describes the narrator's mom?

- A. She avoids danger.
- B. She is a hard worker.
- C. She loves her child.
- D. She is proud being different.

25. Which word would *best* be substituted for the word *radiant* in paragraph 7?

- A. bright
- B. glowing
- C. happy
- D. sunny

26. What is the purpose of the last sentence?

- A. It summarizes the selection and its main characters.
- B. It tells us an important fact about the narrator's mom.
- C. It shows the narrator's acceptance and pride in her mom.
- D. It shows how the narrator's mom changed from the beginning to the end.

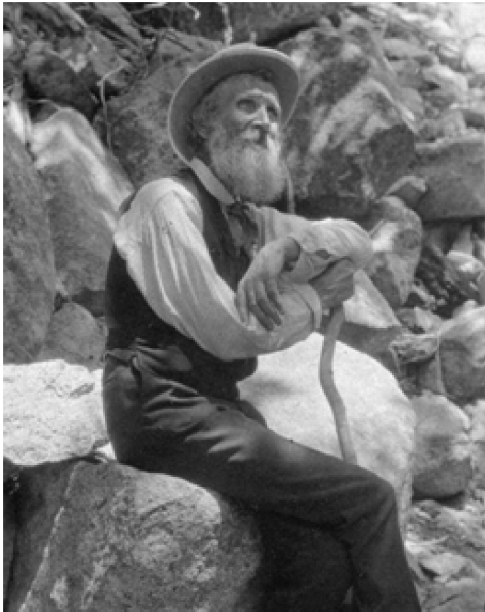
## John Muir

John Muir is known for his *passion for nature* and protection of wilderness. In his lifetime, he worked to preserve forests and the beauties of nature. He even convinced President Theodore Roosevelt to create parks so people could visit nature forever.

John Muir was born in Scotland in 1838 and lived there until he was 11. His parents had eight children, and John was their third child. Daniel Muir, John's father, decided to move the family to America in 1849. He took his three oldest children with him and left their mother and other brothers and sisters to come later. Mr. Muir bought land in Wisconsin where he planned to build a home and start a farm for his family. John Muir, his father, and brothers and sisters, worked hard to clear the land, and then they built a house. When the house was ready, the rest of the family joined them.

John Muir's father was very strict and demanding, expecting the children to work hard. John had to plow the ground for planting, dig out tree stumps, and split wood to make fences. The children were expected to work long hours, and John's father would not allow John to waste time during the day reading. John Muir got permission to get up early to read, and he invented a machine to wake him up. It would dump him out of bed at 1:00 in the morning. While reading about American writer John Audubon, Muir's interest in nature was sparked.

4 John was also interested in inventing. In addition to the machine that woke him up, he invented thermometers and barometers. Friends encouraged Muir to display his inventions. John Muir went to the Wisconsin State Fair in 1860 and exhibited his inventions and got much attention for them. John Muir attended the State University to study science. He studied medicine but often took other courses that were interesting to him. He continued to be interested in nature, especially plants. After an accident that almost blinded him in one eye, Muir decided to study the beauty of nature.



**"Climb the mountains and  
get their good tidings.  
Nature's peace will flow  
into you as sunshine flows  
into trees. The winds will  
blow their own freshness  
into you, and the storms  
their energy, while cares  
will drop away from you  
like the leaves of autumn."**

**-John Muir,  
*Our National Parks***

5 Muir began his study by walking 1000 miles through the southern states, ending his hike in Florida. He would hike all over the United States. He traveled to California in 1868 and spent much time in Yosemite. He even visited Alaska. As he traveled, he kept journals where he recorded his observations and also made drawings of things he saw.

6 Muir felt that the beautiful nature of America should be protected. After working to persuade the government that parks were needed, Muir was successful in helping to pass a law in 1890 to create Yosemite National Park. He founded the Sierra Club in 1892. The purpose of the club was to conserve nature forever, and John Muir was its first president.

7 All his life, John Muir studied nature. When he visited Alaska, he studied glaciers and freezing, and his studies helped explain how glaciers were formed. He would lead members of the Sierra Club on outings in the Sierra Mountains. Muir wrote books about nature and published journals about his *expeditions* in California and Alaska.

John Muir died in 1914 in California. His work to preserve and protect the beauty of nature continues today. The Sierra Club carries on his effort to protect the environment.

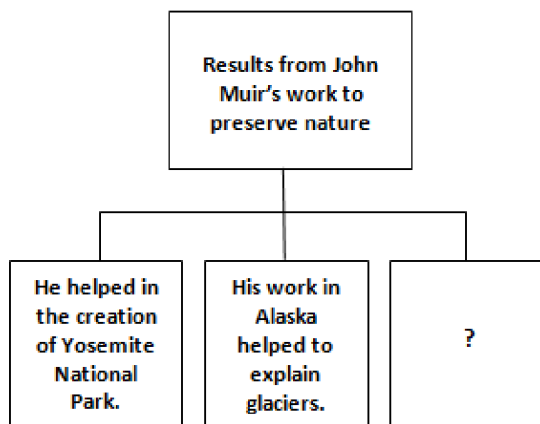
27. What is the *main* idea of this selection?

- A. John Muir was lucky that his father moved the family to America.
- B. The first president of the Sierra Club was John Muir.
- C. John Muir was dedicated to preserving nature, and his work lives on today.
- D. There would not be any natural parks without John Muir.

28. What does the author mean by the phrase "*passion for nature*" in the first paragraph?

- A. curiosity about inventing
- B. enjoyment of outdoor sports
- C. knowledge of farming techniques
- D. love for the environment, plants, and animals

29. Based on the selection, which sentence completes the graphic organizer?



- A. He displayed his inventions at the Wisconsin State Fair.
- B. He was the founder and first president of the Sierra Club.
- C. He hiked through the southern states for 1000 miles.
- D. He invented a machine that woke him up in the morning.

30. Which statement from the text supports the author's opinion that John Muir's father was strict and demanding?
- A. His parents had eight children, and John was their third child.
  - B. John had to plow the ground for planting, dig out tree stumps, and split wood to make fences.
  - C. While reading about American writer John Audubon, Muir's interest in nature was sparked.
  - D. He studied medicine but often took other courses that were interesting to him.
-

31. Read the statement from paragraph 5.

He would hike all over the United States. He traveled to California in 1868 and spent much time in Yosemite. He even visited Alaska. As he traveled, he kept journals where he recorded his observations and also made drawings of things he saw.

Read the statement from the text box.

"Climb the mountains and get their good tidings. Nature's peace will flow into you as sunshine flows into trees. The winds will blow their own freshness into you, and the storms their energy, while cares will drop away from you like the leaves of autumn."

-John Muir,  
*Our National Parks*

Which sentence *correctly* contrasts the two statements?

- A. The statement from paragraph 5 is a firsthand account because it is written by someone who hiked with John Muir. The statement from the text box is a secondhand account because the information is shared by someone who did not hike with John Muir.
- B. The statement from paragraph 5 is a secondhand account because it is the second time that California was mentioned. The statement from the text box is a firsthand account because it is the first time that nature was mentioned.
- C. The statement from paragraph 5 is a firsthand account because it does not share John Muir's observations and drawings. The statement from the text box is a secondhand account because it is an original source that teaches the reader how to enjoy nature.
- D. The statement from paragraph 5 is a secondhand account because the author was not there to see John Muir record his observations in journals. The statement from the text box is a firsthand account because it is a quote from John Muir sharing his observations about nature.

32. Which word could replace *expeditions* in paragraph 7?

- A. adventures
- B. problems
- C. solutions
- D. work

## Mississippi: the Magnolia State

Nicholas was still thrilled but exhausted from the last trip with Miss Pittypat. He was really excited when she told them that their next trip would be to Mississippi.

Nestled in a quiet corner of the reference room in the county library, he had been there for an hour. Several books lay open on the table in front of him. They all were opened to pages with information about Mississippi.

He had already learned that Mississippi means "Father of the River" and is called the Magnolia State. The state is filled with beautiful magnolia trees with fragrant white blossoms. They are the state tree and flower. He was surprised that the state also had a lot of pecan trees with a big pecan nursery in Lumberton, Mississippi.

4 Yawning, he laid his head down and closed his eyes for a second.

5 A hand touched his arm, and a soft voice sounded in his ear, "Wake up."

6 Slowly, Nicholas awakened and realized he was no longer in the library. He was lying on a warm sandy beach. Looking around, he saw a young Native American girl looking at him. After all his magical trips with Miss Pittypat, nothing seemed unusual to him.

7 "Who are you?" Nicholas stood, brushed at the sand on his clothes and looked around. "And where am I?"

8 "I am Singing River, and you are in Pascagoula, Mississippi. My people are the Pascagoula Indians which means "bread eaters."

9 Nicholas smiled as he thought. Wow! This is great. Singing River can show me around, and the others won't know how I am so familiar with things when we visit Mississippi with Miss Pittypat.

10 Smiling at Singing River, he asked, "Will you tell me about Mississippi?"

11 Sitting on the beach and looking out into the Gulf of Mexico, Singing River told Nicholas some of the early history and about the settlement of Mississippi.

Suddenly Nicholas sat up, and for a moment he couldn't remember where he was. *Boy, do I have a story to tell Miss Pittypat*, he thought! *I'd better write down some of the facts that Singing River told me!*

- 1540 - Hernando de Soto, the Spanish explorer, came to the area looking for gold but moved on when they found none.
- Late 1670s - A group of French Canadians sailed down the Mississippi River into the area.
- 1699 - Pierre le Moyne d'Iberville, a French explorer, claimed all of the lower Mississippi Valley for France.
- 1763 - After the French and Indian War ended, France ceded the area, except for New Orleans, to Great Britain.
- 1798 - After the American Revolution, the U.S. Congress created the Mississippi Territory.
- 1817 - Mississippi was admitted to the United States as the 20<sup>th</sup> state.

33. What is the purpose of the selection?
- A. to make the reader excited to go on a trip with Miss Pittypat
  - B. to give the reader facts about Mississippi's history
  - C. to teach the reader about the Pascagoula Indians from Mississippi
  - D. to teach the reader what the Magnolia trees in Mississippi look like
34. Why does the selection include a text box with dates and historical events?
- A. so the reader can make a timeline
  - B. to show the reader which facts Nicholas learned from Singing River
  - C. to signal to the reader that the selection is finished
  - D. to help the reader understand the order in which the historical events happened
35. What part of this selection could be true in real life?
- A. Nicholas reads reference books to learn about Mississippi.
  - B. Nicholas sits on the beach with Singing River.
  - C. Nicholas wakes up in Pascagoula, Mississippi.
  - D. Singing River tells Nicholas about the French and Indian War.
36. Based on the selection, what is the *best* definition of the word *settlement* in paragraph 11?
- A. a formal agreement
  - B. a newly formed community
  - C. a cozy seating arrangement
  - D. a public building
37. What was the *main* difference between the information Nicholas reads in the books and the information he hears from Singing River?
- A. The information from the books is mostly well-known facts, but the information from Singing River is mostly Native American stories.
  - B. The information from the books is mostly about Mississippi, but the information from Singing River is mostly about the Gulf of Mexico.
  - C. The information from the books is mostly about general facts, but the information from Singing River is mostly about early historical events.
  - D. The information from the books is mostly untrue and not important, but the information from Singing River is mostly accurate and helpful.



38. What can the reader tell about Miss Pittypat from this selection?
- A. She is an ordinary teacher who takes her students on amazing field trips.
  - B. She is an expert on American history and takes frequent trips to Mississippi.
  - C. She is an unusual bus driver who invites her students on unforgettable rides.
  - D. She is a woman who takes children, including Nicholas, on various magical trips.
39. What does Nicholas think about Singing River?
- A. He is startled by her strange appearance.
  - B. He is excited to learn from her.
  - C. He is happy they will be friends.
  - D. He is worried they are lost on the beach.
40. How did Mississippi receive its nickname?
- A. It is home to a pecan nursery.
  - B. It means "bread eaters"
  - C. It has many magnolia trees.
  - D. It is found on the Gulf of Mexico.
-

## Rachel Carson: Environmental Crusader

Rachel Carson is the author of the book, *Silent Spring*, published in 1962. Her first sentence gave readers the impression that this was a sweet book about nature. "There once was a town in the heart of America where all life seemed to live in harmony with its surroundings." However, her book declared a serious message about how one action can affect so many different parts of nature. After much research as a biologist, Ms. Carson brought attention to the serious effects of using insect poisons, called pesticides on plants.

2 Rachel Carson was born in 1907 in Pennsylvania. Her family lived on a farm, and there were not many children living in the area. She spent her time wandering in nature around her farm. She hiked in the woods observing the animals, birds, and insects. This began her interest in science and the world around her. She also learned from her mother, who was a teacher. Her mother inspired Rachel's interest in writing, an interest Rachel would later combine with her scientific research.

Unlike many women of her day, Rachel Carson wanted to attend college. Rachel's parents did not have much money, but they sold some possessions and some land to obtain the money to send her to college. Rachel was a shy, quiet student. She began studying English in college but later switched to science. She earned her degree in 1928 at Pennsylvania College for Women. She later earned a master's degree in zoology from Johns Hopkins University in 1932. She also did research in marine biology (the study of animals and plants in the ocean). Rachel Carson became a scientist in the 1930s at a time when female scientists were rare.

4 In 1936, Rachel became a marine biologist and writer for the Bureau of Fisheries. She was such a good writer that her boss encouraged her to write about her studies. *Under the Sea-Wind* was her first book, and it was published in 1941. Rachel wrote about the way that all living things are connected and are connected to their environment. This was a new way of thinking about nature. The book, *The Sea Around Us*, was published in 1951. The next year, Rachel resigned from the U.S. Fish and Wildlife Service so she could write full-time.



5 Rachel received a letter from a woman who told her about the insect poison that had been sprayed over her yard. She told Rachel that she had found many dead robins in her yard after the insect poison had been sprayed. Rachel had already been alarmed at the amount of chemicals that were being

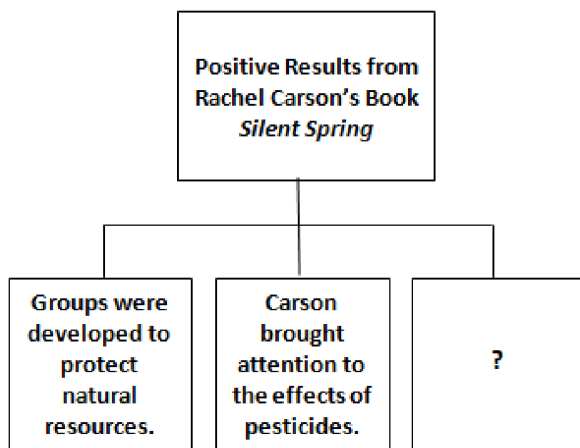
sprayed by the government. She began researching the effects of the chemicals. She investigated how long the effects of the chemicals would last. She studied how the insect poisons could move through and affect food chains. She became convinced that the continued use of these poisons would have serious *consequences* for all of mankind.

6 Published in 1962, *Silent Spring* told of Rachel's research. She called it *Silent Spring* because she believed that if the insect poisons continued to be used, there would be no birds left to sing in the spring. Her book led to much discussion among scientists and to further study. As a result of her book, the government began changing how chemicals were used. Her writing inspired the beginning of the study of the environment and of the development of groups determined to protect natural resources.

7 Rachel Carson did not live to see the long-term effects of her work. She died in 1965. Her powerful words leave us much about which to think.

"What we do to nature, we do to ourselves."

41. Based on the selection, which sentence completes the graphic organizer?



- A. More women became scientists.
- B. Carson got a job with the U.S. Fish and Wildlife Service.
- C. Chemicals were used differently by the government.
- D. Carson attended Pennsylvania College for Women.



42. Which statement summarizes paragraph 2?

- A. Rachel Carson grew up on a farm and became interested in nature and science.
- B. Rachel Carson liked writing because she grew up on a farm.
- C. Rachel Carson became a scientist because her mother was one.
- D. Rachel Carson was born in Pennsylvania, and her mother wanted her to be a farmer.

43. According to the text, which event happened first?

- A. Rachel Carson became a marine biologist.
- B. Rachel Carson earned a master's degree in zoology.
- C. Rachel Carson published the book *Silent Spring*.
- D. Rachel Carson earned a college degree at Pennsylvania College for Women.

44. Which definition *best* fits the meaning of the word *consequences* in paragraph 5?
- A. causes
  - B. effects
  - C. issues
  - D. penalties
45. Which statement from the text supports the author's opinion that Rachel Carson was an important writer?
- A. Her first sentence gave readers the impression that this was a sweet book about nature.
  - B. Unlike many women of her day, Rachel Carson wanted to attend college.
  - C. She investigated how long the effects of the chemicals would last.
  - D. Her powerful words leave us much about which to think.
46. How does the photograph help the reader understand the text?
- A. It allows the reader to see the person about whom the article is written.
  - B. It allows the reader to see the clothes that people wore many years ago.
  - C. It allows the reader to see the negative effects of insect poisons.
  - D. It allows the reader to see the positive effects of marine biologists.

 <p>Maple View Park Website</p>	<h2 style="text-align: center;">Walk for Maple View Park Fundraiser</h2> <p style="text-align: center;">“Maple View Park is a jewel of this fabulous community. The Walk for Maple View Park is our chance to <i>preserve</i> our jewel for the <u>next</u> generation to enjoy.” – Rob Trafford, Mayor, Cedar Ridge</p> 
<p>Home</p>	
<p>History of the Park</p>	
<p>Events</p>	
<p>Boating</p>	
<p>Fishing</p>	
<p>Hiking Trails</p>	
<p>Walk For Maple View Park</p>	
<p>Walk Route</p>	
<p>Application</p>	
<p>Donations</p>	
<p>Contact Us</p>	
	<p>Maple View Park is an important piece of history and a treasure in our community. The park was opened in 1908 as a place where the citizens of Cedar Ridge could go for recreation and exercise. The lake, the famous boathouse, and the popular bandstand were all built in 1910. Maple View Park is best known for the giant maple trees that tower over the park. They provide shade and beauty for guests of all ages. Visitors flock to the park to hike on the 5 remarkable trails. The most popular is the Cedar Ridge Trail (constructed in 1934). The trail winds through the park for 10 miles. Nature lovers are attracted to Maple View Park for the magnificent trees, beautiful flowers, and the opportunity to view wildlife. For over 100 years, families have been coming to Maple View Park to hike, run, bike, boat, swim, fish, and enjoy the great outdoors!</p> <p>On Friday, March 1<sup>st</sup> a tropical storm passed through Cedar Ridge. The high winds, lightning, and heavy rain caused over \$100,000 in damage to our cherished park. The historic buildings, trails, and the precious maple trees were all damaged during the storm. As a result, the park will be closed until the repairs can be made. The town of Cedar Ridge does not have enough funds to pay for the renovations. This means that the park could be closed for a year or longer.</p> <p>Maple View Park is now in need of your assistance. Park lovers are being asked to participate in a fundraiser to benefit Maple View Park. Participants will be asked to raise money and walk the historic Cedar Ridge Trail on Saturday, May 4<sup>th</sup>, at 8 a.m.</p> <p><b>Are you interested in keeping Maple View Park open? Can you raise donations? Can you walk 10 miles?</b></p> <p><b>Then come join the fun because this walk is for YOU! Here is how you do it:</b></p> <ol style="list-style-type: none"> <li>1. Complete the application on the <b>Application</b> page and press submit.</li> <li>2. Print and use the form found on the <b>Donations</b> page to raise money.</li> <li>3. Ask your friends and family to donate money to support your effort.</li> <li>3. Attend the Walk for Maple View Park event on Saturday, May 4<sup>th</sup>, at 8 a.m.</li> <li>4. Walk 10 miles on the Cedar Ridge Trail.</li> <li>5. Have fun, raise money, and save the park!</li> </ol>

47. According to the text, what should people who want to participate in the walk do first?
- A. Ask friends and family to donate money.
  - B. Complete the application.
  - C. Use the form on the donations page to raise money.
  - D. Attend the event on May 4<sup>th</sup>.
48. How could a reader find more information on the construction of the Maple View Park boathouse?
- A. by clicking the "*Hiking Trails*" link
  - B. by clicking the "*Walk Route*" link
  - C. by clicking the "*History of the Park*" link
  - D. by clicking the "*Fishing*" link
49. Which definition *best* fits the meaning of the word *preserve* in the quote by Mayor Rob Trafford?
- A. to appreciate
  - B. to close
  - C. to save
  - D. to visit
50. Which statement *best* explains how the damage to Maple View Park is presented in "The Big Storm" and "Walk for Maple View Park"?
- A. "The Big Storm" is a firsthand account, while "Walk for Maple View Park" is a secondhand account.
  - B. "The Big Storm" is a secondhand account, while "Walk for Maple View Park" is a firsthand account.
  - C. Both texts are firsthand accounts.
  - D. Both texts are secondhand accounts.
51. What should the reader find after clicking on the "*Walk Route*" link?
- A. a chart listing the hiking trails in the park
  - B. a time line of the history of Maple View Park
  - C. a photograph of the damaged bandstand
  - D. a map of the Cedar Ridge Trail

#	Answer	Objective
1.	D	Obj : RI.4.1. Refer to details and examples in a text...
2.	D	Obj : RI.4.5. Describe the overall structure (e.g., c...
3.	C	Obj : RI.4.4. Determine the meaning of general academ...
4.	A	Obj : RI.4.6. Compare and contrast a firsthand and se...
5.	A	Obj : RI.4.1. Refer to details and examples in a text...
6.	B	Obj : RI.4.3. Explain events, procedures, ideas, or c...
7.	B	Obj : RI.4.6. Compare and contrast a firsthand and se...
8.	C	Obj : RI.4.2. Determine the main idea of a text and e...
9.	C	Obj : RI.4.8. Explain how an author uses reasons and ...
10.	D	Obj : RI.4.1. Refer to details and examples in a text...
11.	D	Obj : RI.4.7. Interpret information presented visuall...
12.	D	Obj : RL.4.7. Make connections between the text of a ...
13.	A	Obj : RL.4.1. Refer to details and examples in a text...
14.	B	Obj : L.4.4.a. Use context (e.g., definitions, example...
15.	C	Obj : RL.4.1. Refer to details and examples in a text... Obj : RL.4.6. Compare and contrast the point of view ...
16.	A	Obj : RI.4.1. Refer to details and examples in a text...
17.	B	Obj : RL.4.5. Explain major differences between poems...
18.	C	Obj : L.4.5.c. Demonstrate understanding of words by r...
19.	A	Obj : RL.4.2. Determine a theme of a story, drama, or...
20.	C	Obj : RL.4.4. Determine the meaning of words and phra...
21.	D	Obj : RL.4.1. Refer to details and examples in a text...
22.	C	Obj : RL.4.1. Refer to details and examples in a text...
23.	D	Obj : RL.4.6. Compare and contrast the point of view ...
24.	C	Obj : RL.4.3. Describe in depth a character, setting,... Obj : RL.4.4. Determine the meaning of words and phra...
25.	A	Obj : RL.4.4. Determine the meaning of words and phra...
26.	C	Obj : RL.4.5. Explain major differences between poems...
27.	C	Obj : RI.4.2. Determine the main idea of a text and e...

#	Answer	Objective
28.	D	Obj : L.4.5.b. Recognize and explain the meaning of co...
29.	B	Obj : RI.4.3. Explain events, procedures, ideas, or c...
30.	B	Obj : RI.4.8. Explain how an author uses reasons and ...
31.	D	Obj : RI.4.6. Compare and contrast a firsthand and se...
32.	A	Obj : L.4.5.c. Demonstrate understanding of words by r...
33.	B	Obj : RL.4.6. Compare and contrast the point of view ...
34.	D	Obj : RL.4.7. Make connections between the text of a ...
35.	A	Obj : RL.4.1. Refer to details and examples in a text... Obj : RL.4.5. Explain major differences between poems...
36.	B	Obj : RL.4.3. Describe in depth a character, setting,... Obj : RL.4.4. Determine the meaning of words and phra...
37.	C	Obj : RL.4.3. Describe in depth a character, setting,...
38.	D	Obj : RL.4.1. Refer to details and examples in a text... Obj : RL.4.3. Describe in depth a character, setting,...
39.	B	Obj : RL.4.3. Describe in depth a character, setting,...
40.	C	Obj : RL.4.1. Refer to details and examples in a text...
41.	C	Obj : RI.4.3. Explain events, procedures, ideas, or c...
42.	A	Obj : RI.4.2. Determine the main idea of a text and e...
43.	D	Obj : RI.4.1. Refer to details and examples in a text...
44.	B	Obj : RI.4.4. Determine the meaning of general academ...
45.	D	Obj : RI.4.8. Explain how an author uses reasons and ...
46.	A	Obj : RI.4.7. Interpret information presented visuall...
47.	B	Obj : RI.4.1. Refer to details and examples in a text...
48.	C	Obj : RI.4.1. Refer to details and examples in a text...
49.	C	Obj : RI.4.4. Determine the meaning of general academ...
50.	A	Obj : RI.4.6. Compare and contrast a firsthand and se... Obj : RI.4.9. Integrate information from two texts on...
51.	D	Obj : RI.4.7. Interpret information presented visuall...

Objectives Measured:	Items	Questions measuring this objective
Obj : L.4.4.a. Use context (e.g., definitions, example...	1	14
Obj : L.4.5.b. Recognize and explain the meaning of co...	1	28
Obj : L.4.5.c. Demonstrate understanding of words by r...	2	18, 32
Obj : RI.4.1. Refer to details and examples in a text...	7	1, 5, 10, 16, 43, 47, 48
Obj : RI.4.2. Determine the main idea of a text and e...	3	8, 27, 42
Obj : RI.4.3. Explain events, procedures, ideas, or c...	3	6, 29, 41
Obj : RI.4.4. Determine the meaning of general academ...	3	3, 44, 49
Obj : RI.4.5. Describe the overall structure (e.g., c...	1	2
Obj : RI.4.6. Compare and contrast a firsthand and se...	4	4, 7, 31, 50
Obj : RI.4.7. Interpret information presented visuall...	3	11, 46, 51
Obj : RI.4.8. Explain how an author uses reasons and ...	3	9, 30, 45
Obj : RI.4.9. Integrate information from two texts on...	1	50
Obj : RL.4.1. Refer to details and examples in a text...	7	13, 15, 21, 22, 35, 38, 40
Obj : RL.4.2. Determine a theme of a story, drama, or...	1	19
Obj : RL.4.3. Describe in depth a character, setting,...	5	24, 36, 37, 38, 39
Obj : RL.4.4. Determine the meaning of words and phra...	3	20, 25, 36
Obj : RL.4.5. Explain major differences between poems...	3	17, 26, 35
Obj : RL.4.6. Compare and contrast the point of view ...	3	15, 23, 33
Obj : RL.4.7. Make connections between the text of a ...	2	12, 34



#	Key	Item ID
1.	D	MC 122386
2.	D	MC 122387
3.	C	MC 122388
4.	A	MC 122389
5.	A	MC 122390
6.	B	MC 122391
7.	B	MC 122392
8.	C	MC 140679
9.	C	MC 140680
10.	D	MC 140681
11.	D	MC 140682
12.	D	MC 146578
13.	A	MC 146579
14.	B	MC 146580
15.	C	MC 146581
16.	A	MC 146582
17.	B	MC 146584
18.	C	MC 146585
19.	A	MC 35920
20.	C	MC 35921
21.	D	MC 35922
22.	C	MC 35923
23.	D	MC 35924
24.	C	MC 35925
25.	A	MC 35926

#	Key	Item ID
26.	C	MC 35927
27.	C	MC 165752
28.	D	MC 165753
29.	B	MC 165754
30.	B	MC 165755
31.	D	MC 165756
32.	A	MC 165757
33.	B	MC 136299
34.	D	MC 136300
35.	A	MC 136301
36.	B	MC 136302
37.	C	MC 136303
38.	D	MC 136304
39.	B	MC 136307
40.	C	MC 136308
41.	C	MC 165713
42.	A	MC 165714
43.	D	MC 165715
44.	B	MC 165716
45.	D	MC 165717
46.	A	MC 165718
47.	B	MC 146596
48.	C	MC 146597
49.	C	MC 146598
50.	A	MC 146599
51.	D	MC 146600