

VIRGINIA STANDARDS OF LEARNING

GRADE 4 READING

2024 English Standards of Learning

Practice Item Set

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Directions: Read the story and answer the questions that follow.

Callie's Choice

- 1 Callie heard a soft knock and pulled open the front door. Her favorite neighbor, Mrs. Baker, stood on the porch.
- 2 "I need your help, Callie," Mrs. Baker said. "Do you know the empty lot down the street?" Callie nodded. "The place is a mess. It's covered with trash. The city is letting us use the lot for a community garden," Mrs. Baker explained. "We need help cleaning up the lot on Saturday."
- 3 "Sure, Mrs. Baker!" Callie said. "I will be happy to help!"
- 4 Mrs. Baker looked pleased. "Thanks, Callie. We want to get the garden planted before summer."
- 5 At school the next morning, Callie's friend Tamara was waiting for her by their classroom. Tamara had a surprise for her best friend. "Tamara!" Callie called. "Have you heard about Saturday?"
- 6 Tamara looked confused. "How did you find out about Saturday?" she asked.
- 7 "My neighbor Mrs. Baker told me," Callie explained. "She needs help cleaning up the empty lot."
- 8 "Oh, that's not what I am talking about," Tamara said. "My mom bought tickets to go to Fun World this Saturday. She has an extra one for you!" The girls had been waiting for months for the new amusement park to open.
- 9 Callie's heart dropped. "But Mrs. Baker is counting on me to help," she said.
- 10 Tamara looked impatient. "Can't someone else do it? I want you to go to Fun World with me! We've been waiting a long time to go."
- 11 Callie sighed and worried about her problem for the rest of the day. Her mother noticed her mood when she arrived home.
- 12 "Did something go wrong at school?" her mother asked.
- 13 Callie explained her problem. "What should I do, Mom?" Callie asked when she was finished.
- 14 "I know you want to go with Tamara and also help Mrs. Baker. Think carefully about your choices. You need to make your own decisions, but I know you will do what is best," her mother answered.

- 15 Callie spent the rest of the evening thinking about her decision. She wanted to go to Fun World, but in the end, she decided her promise to her neighbor was more important.
- 16 The next day at school, Callie told Tamara that she would not be able to go to Fun World. Tamara tried to understand, but Callie could tell she was disappointed. The girls hardly spoke for the rest of the week.
- 17 On Saturday, Callie met Mrs. Baker at the vacant lot. "Hi, Callie," her neighbor said. "Your mother said you made a tough choice. Thank you for helping us today."
- 18 "You're welcome," Callie said. Callie smiled as she walked across the lot with a large trash bag.
- 19 "Do you need any help?" a voice behind her asked. Callie turned, surprised to see Tamara. She smiled at her friend.
- 20 "I know you made a promise to clean up the lot, and I wanted to come help you," Tamara said. "My mom said she can take us to Fun World next weekend."

1 The details in paragraphs 6–8 show —

- A** the problem that Callie faces
- B** when the tickets were bought
- C** how many hours the cleanup will take
- D** the feelings Tamara has about the project

2 Paragraphs 11–14 show that Callie’s mother —

- F** thinks Mrs. Baker is an excellent neighbor
- G** agrees that the girls should go to Fun World
- H** believes Callie can solve her own problems
- J** knows that neighborhood gardens are useful

3 Paragraph 15 is mostly about the way Callie —

- A** refuses to speak to her friend at school
- B** spends an evening talking to her mother
- C** knows she will enjoy going to Fun World
- D** struggles with her promise to her neighbor

4 Why does Mrs. Baker need Callie's help?

- F** The neighbors do not have time to clean the lot.
- G** The neighborhood wants to start a garden in an empty lot filled with trash.
- H** The other children will not help because Fun World is opening.
- J** The city is asking people to clear the empty lots near their homes.

Directions: Read the article and answer the questions that follow.

A Warm Welcome in the Arctic

- 1 Hotels can make a person's stay away from home as restful as possible. Hotels provide warm beds to allow guests a peaceful night's rest. In addition, some hotels offer guests special services such as newspapers to read in the morning, fresh coffee, and even breakfast. Hotel workers want their guests to feel warm and welcome when they stay in their hotel.
- 2 One hotel near the Arctic Circle, however, is different. The Ice Hotel in Sweden is made entirely of ice. The Ice Hotel might sound strange, but in some ways it is a typical hotel. It has a front lobby where guests check into the hotel, plenty of rooms to sleep in, and even room service, which guests can use to have food delivered to their rooms. The Ice Hotel is unusual, though, because most of the items are made from ice.
- 3 It takes more than 30 tons of ice and snow to build the Ice Hotel. It melts in the summer and is rebuilt each winter. Different builders and artists create the Ice Hotel, so each winter this famous hotel has a new shape and design.
- 4 The effort of building the Ice Hotel is worth it, however. Inside the hotel, almost every inch sparkles like a diamond. The walls reflect even the smallest bits of light. The inside of the hotel gleams a bluish color. Ice pillars support the roof. The floor shines like glass. Visiting the Ice Hotel is truly an unusual experience.
- 5 While it is cold inside, guests find that they can sleep quite well. Instead of sleeping on a regular bed, guests are given an insulated sleeping bag to keep them warm. The sleeping bag is laid on top of a layer of ice and snow. Although this sounds chilly, guests feel quite comfortable.
- 6 Temperatures inside the Ice Hotel are usually below freezing. Guests wear warm jackets, hats, gloves, and thick boots. Even the owners of the Ice Hotel know that staying in a building with walls of ice four feet thick can be a bit cold. They have a solution though. The Ice Hotel has a sauna for its guests. A sauna is a room filled with steam, where guests can warm themselves before bedtime or to thaw from the previous night. While a sauna is warm enough to heat a chilly person, it will not melt through the walls of ice. The Ice Hotel makes sure guests have a warm welcome and an excellent stay.

5 Which heading would be best for paragraph 2?

- A** Strange Vacations
- B** One Main Difference
- C** A Swedish Hotel
- D** As Cold as Ice

6 Read this dictionary entry.

support (sə-pôrt´) *v.* **1.** To give help. **2.** To hold up. **3.** To keep strong. **4.** To provide for.

Which meaning of support is used in paragraph 4?

- F** 1
- G** 2
- H** 3
- J** 4

7 The author includes paragraphs 5 and 6 most likely to —

- A** describe how guests can be comfortable at the Ice Hotel
- B** persuade people to visit the Ice Hotel
- C** tell who would enjoy the Ice Hotel
- D** show that new services are offered at the Ice Hotel

8 Which sentence about the Ice Hotel is an opinion?

- F** Guests can have meals brought to their rooms.
- G** The temperature inside is often below freezing.
- H** Artists change the appearance of the Ice Hotel.
- J** Building the Ice Hotel is worth the hard work.

9 Which detail about the hotel most likely attracts visitors' attention?

- A** The hotel has room service.
- B** The workers are friendly and welcoming.
- C** The inside of the hotel sparkles and shines.
- D** The walls are four feet thick.

Directions: Read the article and answer the questions that follow.

Jackie Robinson



Courtesy of Library of Congress
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- 1 Throughout history, many brilliant and brave people have changed the world through their actions. These notable figures include scientists, inventors, authors, and athletes. Jackie Robinson was an athlete who helped change the way people were treated in society. He was the first African American to play Major League Baseball in the history of modern baseball.
- 2 Jackie Robinson was born in Georgia in 1919. Like many children today, Jackie loved to play sports. He was a member of the track, football, basketball, and baseball teams in high school and college. In 1938 he received an award for being a great athlete. Many who enjoyed watching sports knew that Jackie had unbelievable talent.

Separate Leagues

- 3 A few years after college, Jackie became a baseball player. At the time, white and African-American baseball players did not play on the same professional teams. African Americans played in the Negro Leagues. Even though Jackie was good enough to play baseball on the white teams, he was not allowed because of the color of his skin. Many people thought this practice was acceptable, but others knew it was unfair. Jackie wanted to help change the rules that were created to keep groups of Americans separated.

Big Changes for Baseball

- 4 In 1945 Jackie's wish came true. He met a man named Branch Rickey, the main manager of a New York baseball team called the Brooklyn Dodgers. The Dodgers were a major league team with only white players and had thousands of baseball fans. Branch knew that Jackie was talented enough to be part of

this team and play for the Dodgers. Therefore, Jackie would be the only African American in Major League baseball.

Being a Dodger

- 5 In 1947 Jackie began playing for the Dodgers. Some people were still opposed, but that did not stop Jackie. He played with amazing skills and became one of the best players on the team. He was recognized with important sports awards. Baseball fans throughout the country were impressed by Jackie's talent. Jackie proved that athletes should be judged on their ability, not on the color of their skin.
- 6 Once the rules separating people based on race began to disappear around the nation, professional teams in other sports began to allow African Americans to play. Today, sports fans cheer for teams that include talented players from many different backgrounds, but it all started with Jackie Robinson. He led the way to racial equality in sports.

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10 Branch Rickey wanted Jackie to be part of the Brooklyn Dodgers because —

- F** more Americans were becoming fans of Jackie
- G** he knew the players on the team respected Jackie
- H** he wanted Jackie to help make the team better
- J** Jackie was planning to leave the Negro Leagues

11 The author wrote this article most likely to —

- A** compare modern sports with those Jackie Robinson played as a child
- B** tell how Jackie Robinson played a role in the history of baseball
- C** describe how Jackie Robinson helped the Brooklyn Dodgers
- D** explain how Jackie Robinson became a member of the Brooklyn Dodgers

Directions: Read the poem and answer the questions that follow.

Band of Thieves

- 1 A band of thieves I spied tonight,
- 2 Their silver fur in silver light
- 3 Winked at the moon as if to say—
- 4 Hush! Quiet! Don't give us away!

- 5 The leader wore a thief's disguise,
- 6 A mask of black around her eyes.
- 7 Not far behind, her young did trail—
- 8 Each with a mask and bushy tail.

- 9 And as they whisked across our grass
- 10 I puzzled at them through the glass.
- 11 I wondered what had brought them here—
- 12 Money? Jewels? Expensive gear?

- 13 Turns out, these bandits on all fours
- 14 Were treasure-hunting out-of-doors!
- 15 They'd come to snack on my dog's kibble—
- 16 To satisfy a midnight nibble!

12 Based on lines 1–4 of the poem, which sentence is correct?

- F** The thieves are having trouble seeing.
- G** The thieves are stealing silver objects.
- H** The light of the moon is shining on the thieves.
- J** The noise outside is making the thieves nervous.

13 Lines 5–8 are important to the poem because they reveal —

- A** who the thieves are
- B** what the thieves wear
- C** where the thieves go
- D** why the thieves are out

14 The thieves are out at night because they are —

- F** following their mother
- G** looking for food
- H** hunting for jewels
- J** playing in the moonlight

15 What is the speaker doing in the poem?

- A** Feeding the dog
- B** Chasing animals
- C** Sitting on the grass
- D** Watching from inside

Directions: Read the flier and answer the questions that follow.



Welcome to Thatcher National Wilderness Area



Thatcher National Wilderness Area (TNWA) is an unspoiled forest of 500,000 acres. It has 42 peaks, 5 lakes, 22 ponds, 2 major rivers, and countless streams. There are many opportunities for recreational activities. Some of the nation's best hiking, fishing, and camping can be found in these woods.

Visitors are cautioned to pay attention to the surroundings while in these areas. This is a wild place with unpredictable weather changes. With miles of woods and few roads, rescue is difficult or impossible. All visitors are responsible for exploring the area safely.

Hiking Essentials

Here are a few items that should be in every hiker's pack:

- **Flashlight.** Not only is it a good idea in TNWA, but it is also a requirement.
- **Map and Compass.** Visitors are encouraged to bring an up-to-date map and a compass and should know how to use them.
- **Whistle.** If help is needed, three short blasts should be blown as loudly as possible. This signal is known worldwide as a signal for help.
- **First-Aid Kit.** Visitors should bring a complete first-aid kit in case of illness or injury.
- **Food and Water.** Visitors should bring more than they think is needed. At least two or three bottles of water per day is recommended, but a hiker should bring more on hot days. Energy-boosting snacks such as peanuts, granola bars, and fruit should also be packed.
- **Rain Gear and Warm Clothes.** All visitors should be ready for changes in weather. Trail conditions may change, and hikes may take longer than originally planned.
- **Keep Eyes and Ears Alert.** Paying attention to the surroundings will help avoid accidents and harmful situations.

Set a Turnaround Time

Hikers need to know when to turn back. It is more important to return safely to the vehicle at the end of the day than it is to reach the top of Thatcher Peak. It usually takes 8–10 hours to make it to the peak and back. Setting a time to turn

around is good practice. This guarantees that hikers are back to the parking lot before dark. After all, Thatcher Peak will be there for another attempt!

Hike Smart

Hikers are asked to sign the trail register before starting a hike. Be sure to include the names of everyone in the group. Guidelines for safe hiking state that everyone should hike in groups and stay on marked trails. Hikers in a group should move only as fast as the slowest hiker. All members of the group should be comfortable with the difficulty level of the trail. **If you become lost, stay where you are.** It is easier to find lost hikers if they stay close to the trail.

Keep an Eye to the Sky

Visitors need to watch the weather while hiking. Even though the weather may be sunny and warm at the beginning of a hike, it can change rapidly, especially in the afternoon.

Conditions get coldest and windiest on the mountains. Many of the plants that live on TNWA's highest peaks can also be found in Arctic areas. There is a reason for that!

Thunderstorms can blow in quickly on hot summer days. If visitors hear thunder or see lightning, they should seek shelter as quickly and safely as possible. In the fall, snowstorms can appear without warning. Visitors must be prepared for sudden changes in the weather.

The staff at Thatcher National Wilderness Area hopes that all visitors will respect the park's natural beauty and enjoy their time here. With preparation and a few safety measures, visitors will find that TNWA offers endless and rewarding experiences.

16 The author includes the first paragraph in order to —

- F** list activities people like the most
- G** explain why the area is large
- H** provide details about the area
- J** describe the many bodies of water

17 Read this paragraph from the introduction.

Visitors are cautioned to pay attention to the surroundings while in these areas. This is a wild place with unpredictable weather changes. With miles of woods and few roads, rescue is difficult or impossible. All visitors are responsible for exploring the area safely.

What does cautioned mean?

- A** expecting more time
- B** provided information
- C** wanting help
- D** given a warning

18 Read this thesaurus entry.

complete *adj.* — entire, finished, perfect, total.

Which word best replaces complete in the “Hiking Essentials” section?

- F** entire
- G** finished
- H** perfect
- J** total

19 Based on the information in the “Keep an Eye to the Sky” section, the reader can tell that the weather —

- A** is beautiful throughout the year
- B** can change suddenly during any season.
- C** is calm during much of fall and winter
- D** can best be enjoyed during warmer months

20 In which section would the author most likely add information about planning when to hike?

- F** The introduction
- G** Hiking Essentials
- H** Set a Turnaround Time
- J** Hike Smart

21 The flier shows that Thatcher National Wilderness Area has all of these EXCEPT —

- A** weather that allows for many outdoor activities
- B** staff who take hikers up the mountains
- C** areas that present safety problems for visitors
- D** hiking trails that contribute to its popularity

22 Which sentence is the best summary of the flier?

- F** Visitors who take the time to prepare will enjoy the activities in Thatcher National Wilderness Area.
- G** Hikers must pack the right type of gear for the trails in Thatcher National Wilderness Area.
- H** Visitors should dress warmly for hiking in the mountains of Thatcher National Wilderness Area.
- J** Hikers can fish and camp in certain areas around the lakes and streams of Thatcher National Wilderness Area.

Directions: Read the story and answer the questions that follow.

Benjamin and the Book Wagon

- 1 Benjamin shifted in his seat as he gazed outside the open window in the one-room schoolhouse. A gentle breeze cooled his face, and he noticed the dirt road that led across the prairie to his house. Today was the last day of school. Benjamin could not wait to run barefoot in the cool grass next to the creek at home. He listened to his teacher, Miss Cotter.
- 2 "I expect all of you to read this summer," she said. "Remember, reading a good book is like taking an exciting trip."
- 3 Benjamin agreed. This year Miss Cotter had loaned him *King Arthur and His Knights*. As he read the book, Benjamin became so worried about Arthur's adventures that he forgot about life on a Kansas farm. Instead, Benjamin was a brave king leading his loyal knights.
- 4 Benjamin sighed as he thought about books. When his family moved from Leesburg, Virginia, to Thomasville, Kansas, they had made tough decisions about what to bring with them. Most of the space in their horse-drawn wagon was taken up by necessities, such as food, clothing, and farm tools. Papa let Benjamin pack two books on the wagon. He chose a book of fairy tales for his sister Abigail and a book about pirates for himself. Benjamin had lost count of the number of times he had reread both books.
- 5 When the school day ended, Benjamin stayed to help Miss Cotter clean the schoolhouse for the summer. He watched longingly as she placed a stack of books in a wooden crate. *King Arthur and His Knights* sat on top. "Miss Cotter?" Benjamin asked shyly. "May I borrow a book for the summer? I'll be careful with it."
- 6 "I know you would," Miss Cotter answered, "but these books come from the library in Greenfield. I keep them during the year, but I have to return them once school is out."
- 7 Benjamin could not hide his disappointment. Greenfield had its own library, but it was 20 miles away. A trip to the library would take two days in the wagon.
- 8 "You know, Benjamin," Miss Cotter said thoughtfully. "Mr. Peters who works at the library was thinking about starting a book wagon. I can ask him about it when I return these books."
- 9 "What's a book wagon?" Benjamin asked.

- 10 "It's a small library on wheels," she explained. "Mr. Peters loads a wagon with books and drives it to a small town. People can borrow books and exchange them for new ones when the wagon comes back in a few weeks."
- 11 Benjamin brightened. "Do you think Mr. Peters will bring the book wagon here?" he asked.
- 12 Miss Cotter smiled. "I think he might agree to come. I'll talk to him and ask him to write you when he makes a decision."
- 13 For the next two Saturdays, Benjamin rode with Papa to the general store in Thomasville to buy supplies and pick up the mail. Both times he hoped for a letter from Mr. Peters, but nothing had arrived. Finally on the third Saturday, the storekeeper grinned and handed Benjamin a letter from the Greenfield Library. Benjamin held his breath as he slowly opened the letter and read it. Then he shouted with delight.
- 14 "Papa!" he exclaimed. "He's going to do it! Mr. Peters is bringing the book wagon here!"
- 15 Papa hugged Benjamin. "Of course he is," Papa said proudly. "How could he refuse when someone wants a book as much as you do?"

23 The author includes information about the setting in paragraph 1 to —

- A** tell why there is a school in the story
- B** describe the weather on the prairie
- C** help the reader understand the time period of the story
- D** show that the house is beside a creek

24 Why does the author include paragraph 4?

- F** To show how Benjamin felt riding in a wagon
- G** To show that Benjamin's family took a long trip
- H** To explain why Benjamin's family moved
- J** To explain why Benjamin had few books

25 What is paragraph 13 mainly about?

- A** Benjamin is anxious when he reads the letter Mr. Peters sends.
- B** Benjamin goes to the general store with Papa and looks for a letter in the mail.
- C** Benjamin waits for weeks to receive a letter because of the long distance.
- D** Benjamin hopes to receive a letter and is delighted once it arrives with good news.

26 Why does Papa tell Benjamin that he can pack two books on the wagon?

- F** The trip is too short to read more than a couple of books.
- G** The family has a small space to fit the books.
- H** Benjamin is encouraged to bring books for his sister.
- J** Papa will buy books when they arrive at their new home.

27 Benjamin begins thinking of faraway places when he —

- A** hears about a library that is in another town
- B** sees himself as a character in a story he is reading
- C** notices a book in the schoolhouse after school
- D** decides to write a letter asking about a book wagon

28 What is the main conflict of the story?

- F** Benjamin wants to read a book during the summer.
- G** Papa will not allow Benjamin to take more books to Kansas.
- H** Benjamin is looking for more adventure books to read.
- J** Miss Cotter does not own the book that Benjamin wants.

29 What is the most important reason Miss Cotter tells Benjamin about Mr. Peters?

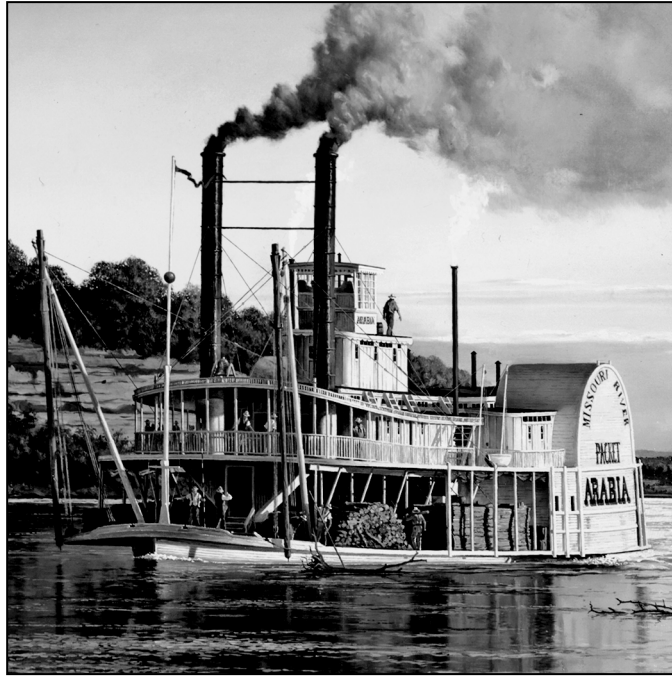
- A** She must return the books Benjamin wants to read.
- B** She wonders if Benjamin has been to the library.
- C** She thinks Benjamin could help him start a book wagon.
- D** She wants Benjamin to wait for him to arrive.

30 After Benjamin reads the letter, he most likely feels —

- F** amazed that Mr. Peters sent a reply
- G** thrilled that the book wagon is coming to his town
- H** honored that Mr. Peters is coming to visit him
- J** relieved that the wagon has many books

Directions: Read the article and answer the questions that follow.

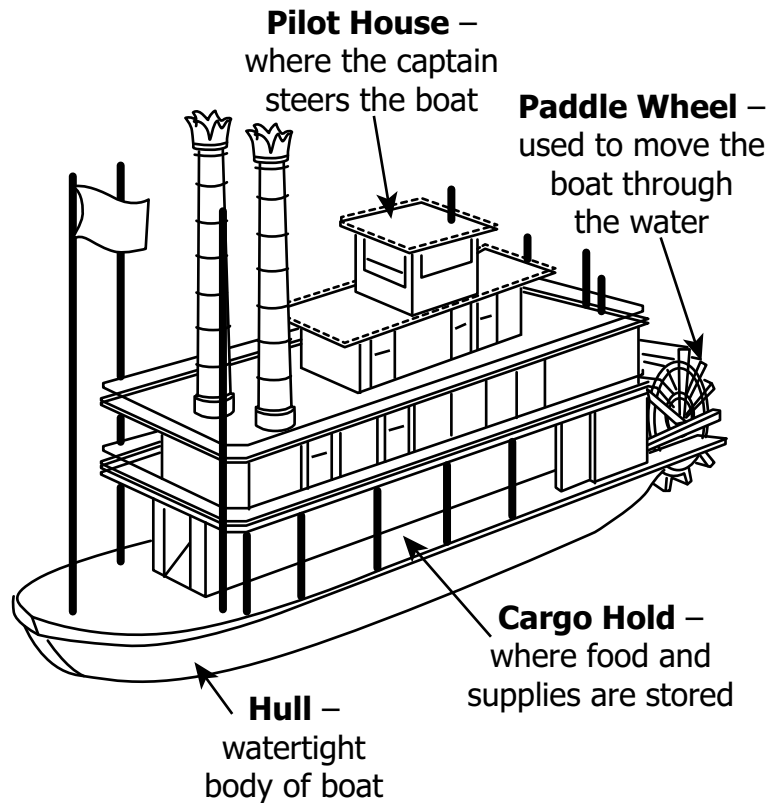
Buried Treasure: Finding the *Arabia*



Painting: "THE ARABIA" by Gary R. Lucy. Courtesy of the Gary R. Lucy Gallery, Inc., Washington, MO - www.garylucy.com

The *Arabia* steamboat

- 1 On September 5, 1856, the steamboat *Arabia* chugged up the muddy Missouri River. Eager passengers who were traveling west filled the ship. These pioneers planned to settle in new frontier towns. In addition to passengers, the ship carried more than 200 tons of food and supplies stored in its cargo hold.
- 2 All at once, the ship shook with a tremendous jolt. It had struck a fallen tree hidden beneath the river's surface. The tree's thick trunk stabbed the hull, or main body, of the ship. Within seconds water started to stream through the hole. Quickly, the crew began to ferry the frightened passengers to shore with a rowboat. People living near the river also rushed to the rescue. Everyone survived, but there was no time to save the cargo.
- 3 The next day one passenger wrote, "All that could be seen of our boat was the top of the pilot house. That sank out of sight in a short time."



Searching for a Buried Treasure

- 4 Many years later, treasure hunter David Hawley heard the story of the *Arabia* and its lost cargo. He wondered whether it might be possible to find the ship. Curious, he went to libraries and gathered information. Old newspaper articles listed the places where the boat was traveling. Old maps marked the site of the shipwreck.
- 5 Hawley also learned another key fact. The path of the Missouri River had changed over the years. Areas where the water once flowed had turned into dry land. As a result, the place where the *Arabia* had sunk was now located in a farmer's field near Kansas City.
- 6 Hawley got permission from the farmer to search the field with a metal detector. This machine gives a signal when it senses a piece of metal. With the machine's help, Hawley was able to locate the boat's iron engines. They were 45 feet underground.

Unearthing the Past

- 7 Recovering the steamboat was a massive task. Hawley's brother, father, and friends worked with him. First, they hired a company to dig some deep wells around the boat's location. The wells did an important job. They pumped the groundwater away from the work area.

- 8 Next, the crew used bulldozers and backhoes. The heavy equipment cut through layers of soil, mud, and sand. Slowly, the hole grew larger and larger. After two weeks the crew spied a piece of weathered wood poking from the earth. It was part of the *Arabia's* paddle wheel! Before long, Hawley's team had found their next treasure. It was a small black rubber shoe.

Pioneer Living

- 9 The crew recovered many crates, boxes, and barrels. They were full of supplies from more than a century ago. These supplies offered a rare history lesson. They showed how the pioneers lived.
- 10 Some of the crates held food. There were jars of sweet pickles, canned fruit for pies, coffee beans, and spices. For cooking, the pioneers used sturdy pots and pans. Their supplies also included some delicate items. They had packed prized china dishes from England and perfume from France.
- 11 In the 1850s, when the *Arabia* sank, people did not have electricity to help them perform daily tasks and chores. The *Arabia's* passengers had packed oil lamps as well as thousands of candles in the ship's cargo hold to help light their homes. Other crates held bright fabrics and buttons, proof that the pioneers had worn some cheerful clothes. Window glass, doorknobs, axes, and nails told of hope-filled plans for building homes.

Preserving the Past

- 12 The hundreds of treasures inside the cargo hold were in good condition. The wet mud had protected them by sealing them against the water. Hawley and the crew could easily clean some of the items, such as metal water dippers and china. Other items, such as leather boots, were frail. If the crew removed the watery mud covering them, the boots might rot and fall apart.
- 13 The recovery crew stored the fragile items in tubs of water and in freezers to keep them safe. Then the crew asked experts from museums to help them. They learned how to clean, dry, and preserve each piece.
- 14 Hawley and his crew wanted to share the *Arabia* with the world. They could have sold the ship's cargo for a large sum of money, but they chose to create a museum instead. Today people can visit the museum and view amazing treasures that unlock the past.

31 Which word is a synonym for settle as it is used in paragraph 1?

- A** meet
- B** arrive
- C** live
- D** explore

32 What does jolt mean in paragraph 2?

- F** crashing sound
- G** sudden movement
- H** gushing water
- J** certain danger

33 Which question is answered in the “Searching for a Buried Treasure” section of the article?

- A** How long did it take David Hawley to find the *Arabia*?
- B** Why did David Hawley look for the *Arabia* somewhere other than in the Missouri River?
- C** In what year did David Hawley find out about the *Arabia*?
- D** What city did David Hawley travel to in order to gather information about the *Arabia*?

34 Paragraph 11 helps the reader to understand that the pioneers —

- F** packed their supplies carefully
- G** planned to move into cabins already built for them
- H** were fearful of the hard life ahead of them
- J** knew supplies would be hard to find where they were going

35 Which sentence best states the main idea of paragraph 14?

- A** The history of the *Arabia* has been preserved in a museum.
- B** People want to see the many treasures that were once part of the *Arabia*.
- C** Hawley wanted people to know about the pioneers on the *Arabia*.
- D** Treasures from the *Arabia* are worth more today than they were a century ago.

36 According to the article, which part of the ship was uncovered first?

- F** The hull
- G** The paddle wheel
- H** The engines
- J** The pilot house

37 In which word does -al have the same meaning as it does in signal?

- A** carnival
- B** equal
- C** natural
- D** actual

38 According to the article, the objects that were discovered showed —

- F** what the lives of the pioneers on the steamboat were like
- G** that steamboats could carry a large amount of cargo
- H** where the people on the steamboat came from
- J** that there was enough food for everyone on the steamboat

39 The accident most likely happened because the —

- A** boat was traveling quickly
- B** captain was inside the pilot house
- C** cargo on the boat was too heavy
- D** captain was unable to see under the water

40 Which sentence did the author include in the article to suggest that the project was expensive?

- F** He wondered whether it might be possible to find the ship.
- G** Curious, he went to libraries and gathered information.
- H** Recovering the steamboat was a massive task.
- J** Hawley's brother, father, and friends worked with him.

41 The author most likely wrote the article to —

- A** explain how people lived in the past
- B** create a story about a shipwreck
- C** tell about an early form of transportation
- D** describe a discovery from the past

42 The article supports the idea that —

- F** David Hawley did most of the work to recover the ship
- G** the *Arabia* was the largest steamboat of its time
- H** David Hawley enjoys hunting for lost treasures
- J** the *Arabia* was the first shipwreck to be dug out of river mud

**Grade 4 Reading
Practice Item Set Spring 2025
Answer Key**

Sequence Number	Correct Answer	Reporting Category	Reporting Category Description
1	A	001	Demonstrate comprehension of literary texts and use vocabulary development and word analysis strategies
2	H	001	Demonstrate comprehension of literary texts and use vocabulary development and word analysis strategies
3	D	001	Demonstrate comprehension of literary texts and use vocabulary development and word analysis strategies
4	G	001	Demonstrate comprehension of literary texts and use vocabulary development and word analysis strategies
5	B	002	Demonstrate comprehension of informational texts and use vocabulary development and word analysis strategies
6	G	002	Demonstrate comprehension of informational texts and use vocabulary development and word analysis strategies
7	A	002	Demonstrate comprehension of informational texts and use vocabulary development and word analysis strategies
8	J	002	Demonstrate comprehension of informational texts and use vocabulary development and word analysis strategies
9	C	002	Demonstrate comprehension of informational texts and use vocabulary development and word analysis strategies
10	H	002	Demonstrate comprehension of informational texts and use vocabulary development and word analysis strategies
11	B	002	Demonstrate comprehension of informational texts and use vocabulary development and word analysis strategies
12	H	001	Demonstrate comprehension of literary texts and use vocabulary development and word analysis strategies
13	A	001	Demonstrate comprehension of literary texts and use vocabulary development and word analysis strategies
14	G	001	Demonstrate comprehension of literary texts and use vocabulary development and word analysis strategies
15	D	001	Demonstrate comprehension of literary texts and use vocabulary development and word analysis strategies
16	H	002	Demonstrate comprehension of informational texts and use vocabulary development and word analysis strategies
17	D	002	Demonstrate comprehension of informational texts and use vocabulary development and word analysis strategies
18	F	002	Demonstrate comprehension of informational texts and use vocabulary development and word analysis strategies

**Grade 4 Reading
Practice Item Set Spring 2025
Answer Key**

Sequence Number	Correct Answer	Reporting Category	Reporting Category Description
19	B	002	Demonstrate comprehension of informational texts and use vocabulary development and word analysis strategies
20	H	002	Demonstrate comprehension of informational texts and use vocabulary development and word analysis strategies
21	B	002	Demonstrate comprehension of informational texts and use vocabulary development and word analysis strategies
22	F	002	Demonstrate comprehension of informational texts and use vocabulary development and word analysis strategies
23	C	001	Demonstrate comprehension of literary texts and use vocabulary development and word analysis strategies
24	J	001	Demonstrate comprehension of literary texts and use vocabulary development and word analysis strategies
25	D	001	Demonstrate comprehension of literary texts and use vocabulary development and word analysis strategies
26	G	001	Demonstrate comprehension of literary texts and use vocabulary development and word analysis strategies
27	B	001	Demonstrate comprehension of literary texts and use vocabulary development and word analysis strategies
28	F	001	Demonstrate comprehension of literary texts and use vocabulary development and word analysis strategies
29	A	001	Demonstrate comprehension of literary texts and use vocabulary development and word analysis strategies
30	G	001	Demonstrate comprehension of literary texts and use vocabulary development and word analysis strategies
31	C	002	Demonstrate comprehension of informational texts and use vocabulary development and word analysis strategies
32	G	002	Demonstrate comprehension of informational texts and use vocabulary development and word analysis strategies
33	B	002	Demonstrate comprehension of informational texts and use vocabulary development and word analysis strategies
34	J	002	Demonstrate comprehension of informational texts and use vocabulary development and word analysis strategies
35	A	002	Demonstrate comprehension of informational texts and use vocabulary development and word analysis strategies
36	G	002	Demonstrate comprehension of informational texts and use vocabulary development and word analysis strategies

**Grade 4 Reading
Practice Item Set Spring 2025
Answer Key**

Sequence Number	Correct Answer	Reporting Category	Reporting Category Description
37	C	002	Demonstrate comprehension of informational texts and use vocabulary development and word analysis strategies
38	F	002	Demonstrate comprehension of informational texts and use vocabulary development and word analysis strategies
39	D	002	Demonstrate comprehension of informational texts and use vocabulary development and word analysis strategies
40	H	002	Demonstrate comprehension of informational texts and use vocabulary development and word analysis strategies
41	D	002	Demonstrate comprehension of informational texts and use vocabulary development and word analysis strategies
42	H	002	Demonstrate comprehension of informational texts and use vocabulary development and word analysis strategies

