



RIDE Rhode Island
Department
of Education

Release of Spring 2023

RICAS Test Items

from the

*Grade 4 English Language Arts
Paper-Based Test*

June 2023

Rhode Island Department of Education



RIDE Rhode Island
Department
of Education

This document was prepared by the
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Overview of Grade 4 English Language Arts Test

The spring 2023 grade 4 English Language Arts (ELA) test was a next-generation assessment that was administered in two formats: a computer-based version and a paper-based version. Most students took the computer-based test. The paper-based test was offered as an accommodation for eligible students who were unable to use a computer. More information can be found on the MCAS Test Administration Resources page at doe.mass.edu/mcas/admin.html.

Most of the operational items on the grade 4 ELA test were the same, regardless of whether a student took the computer-based version or the paper-based version. In places where a technology-enhanced item was used on the computer-based test, an adapted version of the item was created for use on the paper test. These adapted paper items were multiple-choice or multiple-select items that tested the same ELA content and assessed the same standard as the technology-enhanced item.

This document displays released items from the paper-based test, along with associated reading passages. Released items from the computer-based test are available on the RICAS Resource Center website at ricas.pearsonsupport.com/released-items.

The Scoring Guides can be found at doe.mass.edu/mcas/student. They provide the released constructed-response questions, a unique scoring guide for each question, and samples of student work at each score point.

Test Sessions and Content Overview

The grade 4 ELA test was made up of two separate test sessions. Each session included reading passages, followed by selected-response questions and constructed-response or essay questions. On the paper-based test, the selected-response questions were multiple-choice items and multiple-select items, in which students select the correct answer(s) from among several answer options.

Standards and Reporting Categories

The grade 4 ELA test was based on Pre-K–5 learning standards in three content strands of the *Massachusetts Curriculum Framework for English Language Arts and Literacy* (2017), listed below.

- Reading
- Writing
- Language

The *Massachusetts Curriculum Framework* is strongly aligned with Rhode Island’s English Language Arts/literacy standards: the Common Core State Standards (CCSS). The RICAS ELA assessment tables articulate this alignment and are available on the RIDE website at ride.ri.gov/ricas. The *Massachusetts Curriculum Framework for English Language Arts and Literacy* is available on the Department website at doe.mass.edu/frameworks/current.html.

ELA test results are reported under three MCAS reporting categories, which are identical to the three framework content strands listed above.

The tables at the conclusion of this document provide the following information about each released and unreleased operational item: reporting category, standard(s) covered, item type, and item description. The correct answers for released selected-response questions are also displayed in the released item table.

Reference Materials

During both ELA test sessions, the use of bilingual word-to-word dictionaries was allowed for current and former English learner students only. No other reference materials were allowed during any ELA test session.

Grade 4 English Language Arts

This session contains 20 questions.

Directions

Read each passage and question carefully. Then answer each question as well as you can. You must record all answers in this Test & Answer Booklet.

For most questions, you will mark your answers by filling in the circles in your Test & Answer Booklet. Make sure you darken the circles completely. Do not make any marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely.

Some questions will ask you to write a response. Write your response in the space provided. Only responses written within the provided space will be scored.

English Language Arts

Read the passage about the world's largest lizards. Then answer the questions that follow.

from *Komodo Dragons*

by Jill Sherman

A REAL-LIFE DRAGON

- 1 Lumbering out of the jungle comes the world's largest lizard. From its rounded snout, it flicks its long, forked tongue in and out of its mouth. Its massive body is covered in what looks like armor. Its long, sharp claws look as though they could rip anything apart. It's easy to see how this animal, the Komodo dragon, earned its name.



Komodo dragon

DRAGON MYTH AND REALITY

- 2 You've probably read about dragons in storybooks. These dragons fly through the air. They breathe fire. They may stand guard over a maiden in a tower. These dragons are myths.
- 3 The Komodo dragon was once thought to be just a myth. Stories of a dragon-like creature living on the island of Komodo in Indonesia spread for many years. Local people called it a "land crocodile." Until about 100 years ago, no outside scientist had actually seen the creature. When one scientist finally saw the huge beasts with his own eyes, he named it Komodo dragon, after the creatures of myth.

A BEAST AMONG LIZARDS

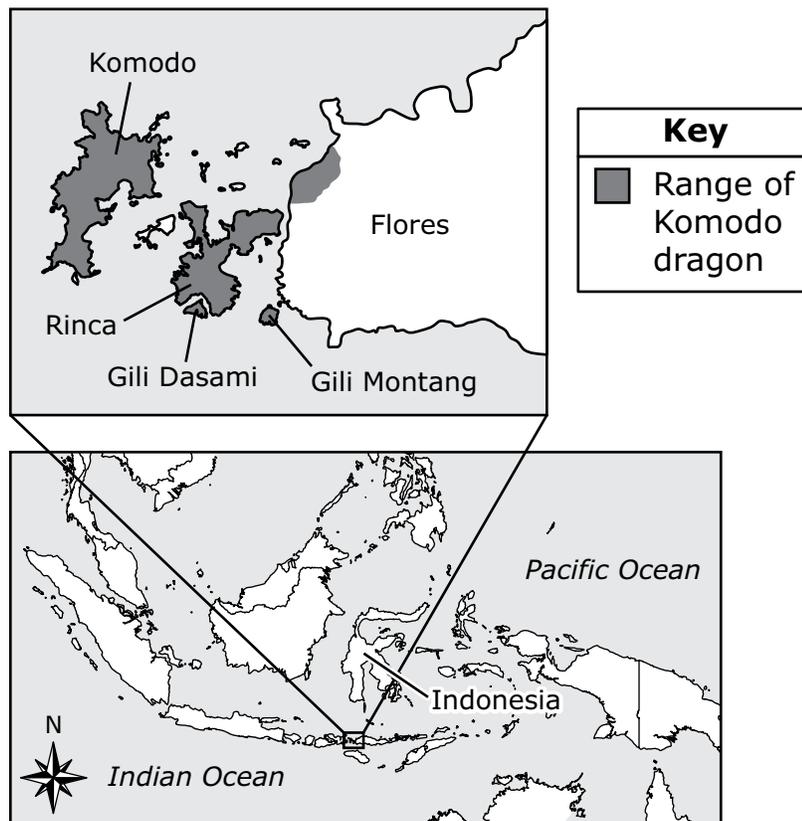
- 4 Komodo dragons are lizards. Lizards are a type of reptile. All reptiles have dry, scaly skin. Scientists further divide lizards into groups. Komodo dragons are a kind of monitor lizard. The carnivorous monitors have powerful jaws. Their tails are long and whiplike. Komodo dragons are the largest and heaviest lizards on Earth.

THE ISLAND GIANTS

- 5 How did Komodo dragons become the largest lizards on Earth? One idea is that early relatives of these creatures once lived on a large continent. These early lizards were much smaller. Then they began moving to islands. With more prey and fewer predators, the lizards' offspring slowly became larger and larger.

COLD-BLOODED CREATURES

- 6 All reptiles are cold-blooded. They cannot make their own body heat. Komodo dragons spend lots of time in the sun to keep warm. At night or during rain, they may hide in a lair—an underground burrow that keeps them warm.



LIVING KOMODO STYLE

- 7 Komodo dragons live in only a tiny part of the Earth. Five small islands in Indonesia make up their range. Komodo, Rinca, Gili Dasami, Gili Montang, and Flores are home to this animal.
- 8 Komodo is the largest of the islands. It is just 150 square miles (241 square km). Two Komodo Islands could fit in New York City!
- 9 The land where this lizard roams is rugged and hilly. Parts of the islands are forests with dense plant life. The weather is dry and hot. The islands get little to no rainfall eight months out of the year. During the day it averages 95 degrees Fahrenheit (35 degrees Celsius). Komodos thrive in this heat. Sometimes Komodos trek up the mountains and ridgetops where the air is cooler and moist.

GROUND DWELLERS

- 10 Many other lizards live in trees. Komodo dragons dwell on the ground. On the ground they bask in the heat of the sun. They watch for prey in dry grasslands and forests. At night they retreat to their lairs.

FIGHTING FOR LAND

- 11 Komodo dragons like hanging out alone. Their small lairs are just large enough for one dragon. In the day they roam and hunt alone. While roaming, a dragon stays in a certain area. Each dragon's territory depends on its size. An average adult covers about 1.2 square miles (2 square km) every day.
- 12 However, this territory does not belong entirely to one Komodo. Territories often overlap. Though they hunt alone, when a Komodo takes down large prey, other dragons will often gather together to feed.

FIGHTING DRAGONS

- 13 A dragon's size determines its dominance within a territory. Males may fight to prove who is the most powerful. Using their muscular tails as support, male dragons stand tall on their hind legs to attack. With their front legs, the dragons wrestle. They attempt to throw each other to the ground. These attacks are often violent and bloody.

EATING LIKE A DRAGON

- 14 Komodo dragons are not picky eaters. They will eat just about any animal they find. Larger Komodos hunt deer, water buffalo, and wild boar. Smaller Komodo dragons eat rodents, birds, and eggs. Sometimes

they eat smaller lizards—including other Komodos! They scavenge for dead animals as well.

TONGUE DETECTIVES

- 15 The Komodo dragon picks up scents in the air with its tongue. The tongue can detect prey up to 3.1 miles (5 km) away. The Komodo can tell the direction of an animal based on what side of its tongue picked up a stronger scent. After each flick in and out of its mouth, the Komodo rubs its tongue along the roof of its mouth. Particles from the scent touch special organs. The organs detect even faint traces of a nearby animal's scent. . . .

TIME TO EAT!

- 16 Once their prey is at hand, Komodo dragons eat incredibly quickly. They may eat up to 5.5 pounds (2.5 kg) of meat in a single minute. They have amazing appetites as well. Some Komodos have been known to eat 80 percent of their body weight in a single feeding. Because they eat so much at one time, Komodos don't have to eat very often. Some only eat about once a month.
- 17 The dominant Komodo gets to eat first at a kill. Smaller dragons have to wait their turn. They often must pick at whatever remains of the prey. Because Komodo dragons are so solitary in nature, group feedings are one of the few times that males and females are together.
- 18 Well fed, the Komodo dragon can relax. It has no predators of its own. There are no predators in their habitat that are bigger or more dangerous than the Komodo. They are at the top of their food chain. . . .

GROWING UP DRAGON

- 19 Newly hatched Komodo dragons are about 12 inches (30 centimeters) long. They weigh about 3.5 ounces (100 grams). Almost immediately after hatching, the baby dragons run away from the nest. They race to the top of a nearby tree. They must avoid being eaten by their mother or other Komodos!
- 20 For another eight months, the young dragons live in trees. They grow large, eating bugs, eggs, small lizards, and birds. As they grow, they also change color. Greenish in color when they hatch, they become gray or reddish-brown as they age.

- 21 The larger they get, the more time Komodo dragons will spend on the ground. But younger dragons still face danger below. Although adult Komodos have no predators, young dragons do. Large snakes, wild boars, and other animals may prey on them.
- 22 By the time they are 4 years old, young Komodos are about 4 feet (1.2 m) long. They have grown large enough to leave the safety of the trees and live on the ground. Komodo dragons reach adulthood at about 9 or 10 years old. They can expect a long life for a lizard. In the wild Komodos may live up to 30 years.

DRAGONS IN DANGER

- 23 Without any predators, it may seem like the Komodo dragon is safe from any threat. But there are only about 3,000 Komodo dragons living in the wild. Only about 600 of those are females capable of laying eggs. With these low numbers, the fate of this animal is in question.

THREATS TO DRAGONS

- 24 One threat facing this animal is the destruction of their homes. As people cut through land, they tear down the plants that the Komodo uses to camouflage itself. The animal population dwindles as humans hunt both Komodos and their prey. With a limited food source, Komodos have more difficulty finding their next meals.
- 25 As their food sources decline, some Komodos resort to eating livestock. When this happens, some farmers see the Komodos as pests. To protect their livestock, some farmers bait the Komodos with poisoned meat, killing them.

HOPE FOR DRAGONS

- 26 Today most Komodos live in protected areas. Komodo National Park opened in 1980 in Indonesia. The park protects Komodo dragons and other wildlife. Scientists at zoos have worked to breed Komodos. Some of these Komodos may be released into the wild. Strict laws against poaching* help protect this lizard. As more people take an interest in the fate of these rare dragons, their futures may be saved. Komodo dragons are not myths. It is up to us to prevent the last of our real-life dragons from disappearing.

*poaching—illegal hunting

English Language Arts

1 What does paragraph 1 **mainly** describe about the Komodo dragon?

- Ⓐ when it faces danger
- Ⓑ what it looks like
- Ⓒ where it lives
- Ⓓ how it eats

2 **Part A**

Based on the passage, what does a Komodo dragon need to survive?

- Ⓐ a hot climate
- Ⓑ a hilly landscape
- Ⓒ a variety of plants
- Ⓓ a large area to roam

Part B

Which sentence **best** supports the answer to Part A?

- Ⓐ "Komodo dragons spend lots of time in the sun to keep warm."
(paragraph 6)
- Ⓑ "The islands get little to no rainfall eight months out of the year."
(paragraph 9)
- Ⓒ "They watch for prey in dry grasslands and forests." (paragraph 10)
- Ⓓ "Komodo dragons like hanging out alone." (paragraph 11)

English Language Arts

- 3 Based on paragraph 9, what is the **most likely** reason a Komodo dragon would climb up to a ridgetop?
- Ⓐ to rest its body
 - Ⓑ to cool its body
 - Ⓒ to hide from predators
 - Ⓓ to look for plants to eat

- 4 Read the sentence from paragraph 10 in the box.

At night they retreat to their lairs.

Based on paragraph 10, what does the phrase “retreat to” mean?

- Ⓐ fall into
 - Ⓑ search for
 - Ⓒ go back into
 - Ⓓ remain close by
- 5 What is the **most likely** meaning of the word **dominance** as it is used in paragraph 13?
- Ⓐ height
 - Ⓑ speed
 - Ⓒ control
 - Ⓓ intelligence

English Language Arts

- 6 Based on the passage, what is the **most likely** reason male Komodo dragons attack each other?
- Ⓐ to attract another Komodo dragon to the group
 - Ⓑ to teach young Komodo dragons how to survive
 - Ⓒ to protect other Komodo dragons from predators
 - Ⓓ to determine which Komodo dragon is the strongest
- 7 What is the **main** purpose of paragraph 16?
- Ⓐ to describe how Komodo dragons grow so large
 - Ⓑ to explain the feeding habits of Komodo dragons
 - Ⓒ to show the places where Komodo dragons find their meals
 - Ⓓ to identify why people should be cautious near Komodo dragons

English Language Arts

- 8 Read the sentence from paragraph 17 in the box.

Because Komodo dragons are so solitary in nature, group feedings are one of the few times that males and females are together.

What is the meaning of the word **solitary** as it is used in the sentence?

- Ⓐ alone
 - Ⓑ social
 - Ⓒ hidden
 - Ⓓ common
- 9 Based on the passage, how do young Komodo dragons protect themselves from predators?
- Ⓐ by staying in trees
 - Ⓑ by living in groups
 - Ⓒ by changing colors
 - Ⓓ by fighting other animals

10 Part A

Read the sentence from paragraph 24 in the box.

The animal population dwindles as humans hunt both Komodos and their prey.

Based on the passage, what is the meaning of the word **dwindles** as it is used in the sentence?

- Ⓐ transfers
- Ⓑ develops
- Ⓒ decreases
- Ⓓ strengthens

Part B

Which phrase from the passage **best** supports the answer to Part A?

- Ⓐ "Without any predators . . ." (paragraph 23)
- Ⓑ ". . . only about 3,000 Komodo dragons . . ." (paragraph 23)
- Ⓒ "One threat facing this animal . . ." (paragraph 24)
- Ⓓ ". . . uses to camouflage itself." (paragraph 24)

English Language Arts

- 11** Which sentence from paragraph 26 shows the author's point of view?
- Ⓐ "Today most Komodos live in protected areas."
 - Ⓑ "Scientists at zoos have worked to breed Komodos."
 - Ⓒ "Some of these Komodos may be released into the wild."
 - Ⓓ "It is up to us to prevent the last of our real-life dragons from disappearing."

English Language Arts

For this question, you will write an essay based on the passage(s). Write your essay in the space provided on the next page. Your writing should:

- Present and develop a central idea.
- Provide evidence and/or details from the passage(s).
- Use correct grammar, spelling, and punctuation.

- 12 Based on *Komodo Dragons*, write an essay that explains what physical characteristics help the Komodo dragon survive. Be sure to use information from the passage to develop your essay.

Write your answer on the next page.

Helen's dog, Tuck, is slowly losing his sight. To keep him safe, Helen is trying to train Tuck to walk close to her other dog, Daisy. Read the passage and then answer the questions that follow.

from *The Trouble with Tuck*

by Theodore Taylor

- 1 To keep prying, snoopy eyes out of my dog business, I went to the very end of the park, over where Wickenham takes the long curve toward Wilshire. A high hedge of white-blooming oleander separates the park from the street at that point.
- 2 No one in my family would ever see me there, I thought, and I could continue to train Tuck in complete secrecy. How wrong I was.
- 3 As soon as I arrived, I took Tuck's seven-foot leash and attached it to Daisy's collar, then attempted to make Tuck grasp the looped end in his teeth. He flatly refused to even open his mouth.
- 4 Once I'd seen Dr. Tobin open Tuck's wide jaws quite easily by applying pressure at the very back, at the hinges. I put my fingers back there, and Tuck's mouth opened like a trap. Sticking the leash end in, I pushed his jaws together and held them a few seconds. Of course, he dropped the leash as soon as I took my hands away.
- 5 Trying to be patient with him, I said, "All right, we'll start all over again."
- 6 We did the same routine a half dozen times daily for two or three days, and it turned out the same each time. Tuck stood there and opened his mouth, accepted the leash, and then dropped it right out. By Friday, I believe he thought it was a game we were playing, and much fun.
- 7 Put the leash in!
- 8 Drop the leash out!
- 9 Friday was also the day that Luke accidentally discovered my secret training place. Something was wrong with his bike, and he decided to walk it through the park instead of going along the Wickenham curve. He came through a hole in the oleander hedge like a hawk searching for a rabbit, and there I was, holding Tuck's jaws closed on the leash.
- 10 Pushing his bike up to me, my brother, having caught himself a criminal, said, "You're not supposed to be training those dogs."

English Language Arts

- 11 I replied, "Luke, I'm only doing what I have to do, and don't you dare tell anyone." Now that I was thirteen, I didn't let him push me around so much.
- 12 "Aw, who cares?" he said, and went on his way.
- 13 That night, just before dinner, when I was alone in the kitchen with my mother, she said, offhandedly, "I hear you're still training Tuck and Daisy."
- 14 Curse Luke anyway, I thought. I knew things about him that I hadn't told anyone. I knew things that could get him into so much trouble.
- 15 "Are you?" she asked.
- 16 What could I say? "Yep."
- 17 Eyeing me as if trying to make up her mind, she said, "I should be angry."
- 18 I just stood there, waiting for whatever was going to come—the firing squad or A for effort. It should have been the latter.
- 19 She laughed softly. "Any luck?"
- 20 I shook my head. "But I can't give up."
- 21 "Never be so definite about anything," she said. "Okay, I won't tell your father, and I've told Luke to quit spying on you. But I'm giving you a firm deadline, Helen. Two weeks more, and then no more."
- 22 That was fair enough, and then I told her about my . . . idea.
- 23 On a firm deadline now, with no time to waste, mid-morning of the next day I went over to see wise Mr. Ishihara at Ledbetter's. He was in the back storage room, which always had a dozen good pungent smells wafting around it. Boxes of fruit, burlap sacks of potatoes and carrots, small mesh bags of onions, and coffee beans were in there; canned goods were stacked to the ceiling. Sawdust was on the floor.
- 24 Bent over, using a small crowbar to open a wooden crate of lettuce from the Salinas Valley, Mr. Ishihara listened to Tuck's latest unwillingness to cooperate.
- 25 "He drops the leash out. He thinks it's a game," I said.
- 26 "Try rubbing some food on it."

English Language Arts

- 27 I hadn't considered doing that.
- 28 Mr. Ishihara straightened up suddenly. "Don't, on second thought. It's a bad idea, very messy, and he might chew on the leash."
- 29 Knowing Tuck, I figured that was a distinct possibility.
- 30 Mr. Ishihara, pursing his expressive lips, wrinkling his smooth walnut forehead, examined me for a moment longer and then said, "I've told you about my cat, Ichiban, haven't I?"
- 31 "Yes, you have."
- 32 "He likes to sleep on my dirty shirts. I think he likes to smell me."
- 33 My own dainty Rachel had never done that, to my knowledge.
- 34 Picking up the opened lettuce crate by its ends, Mr. Ishihara continued, "Ichiban gives me an idea for Tuck. Suppose you put something of your own on the leash. Tuck can't see what it is, but he'll definitely smell it."
- 35 I followed him out of the storage room. "Like what?"
- 36 "Like your shirttail, but don't wash it," he said, over his shoulder. "Leave it dirty and just tear it off." Moving quickly to the sidewalk stands, he dropped the crate by his lettuce bin and laughed loudly. "The way to Tuck's stubborn brain may be through his nose."
- 37 That made good sense. How much I appreciated Mr. Ishihara.
- 38 The next day I cut off the end of the shirt I'd worn to school on Friday and went to Montclair Park, ready to tell anyone that training a blind dog was a very long, difficult, and frustrating thing to do. If I hadn't owed Tuck so much, I probably would have given up on him.
- 39 I tied the rag around the hand loop of the long leash, snapped the leash on Daisy's collar, and then dropped the wadded end to the ground right under . . . Tuck's pinkish nose.
- 40 "Pick it up," I ordered.
- 41 Tuck stood there, as usual, motionless as a hairy sphinx.¹ Be positive, I thought.
- 42 Reaching down to guide his head, . . . I repeated, "Pick it up, Tuck."

¹sphinx—a mythical creature with the head of a human and the body of a lion with wings

English Language Arts

- 43 He sniffed the rag several times, then opened his jaws, and, lo and behold, grasped the leash end firmly.
- 44 For a moment, I was so surprised I didn't react, but then I finally woke up and said sharply, "Forward, Daisy."
- 45 She started off, with Tuck in tow, the leash end between his shining rows of teeth.
- 46 Daisy was walking along as if she did this every day in the week. . . .
- 47 After so many weeks of struggle, it had finally happened, like a snap of fingers. Tuck could come off the hated chain at last.
- 48 "Stop, Daisy," I yelled joyously, and she halted on a dime, so to speak, with a front paw almost in midair.
- 49 Tuck stopped in his tracks too, dropping the leash end and standing over it as if nothing had happened. . . .
- 50 Running over, I hugged them both and gave them their due biscuit rewards. I felt giddy, like telling the whole world, but I said to them, "We'll not tell a soul until we're ready."
- 51 I wanted to see Daisy guide Tuck *without a leash*.
- 52 Tuck soon began to enjoy the fabulous new trick he'd learned—that of picking up a stinky, wadded rag between his teeth and trekking along behind the well-padded female he'd previously either ignored or snarled at. Time and determination did it, without doubt.
- 53 But by twilight I noticed that Tuck had trouble locating the leash end if it was on the ground more than three or four feet away.
- 54 I went right back to Mr. Ishihara.
- 55 After a moment studying the dogs, he said vaguely,² almost to himself, "Tuck can't see, but he can smell and he can hear."
- 56 I said, "Sound!"
- 57 He nodded. "Sound."

²vaguely—in a way that is uncertain

English Language Arts

- 58 Up on the shelves in the back of the garage were large cartons containing Christmas decorations, and in one of them, I knew, was a long, narrow piece of leather. Attached to it were eight small brass bells, for placing on the front door. Our wreaths were always on either side of the door.
- 59 That night I rummaged through the Yule boxes and found the bells. Next day, in the park, I wired one to Daisy's collar. I thought she might object, but she didn't even seem to notice the bright bell tinkling each time she moved.
- 60 I still had the shirttail, damp with Tuck's saliva, tied to the leash, and I ordered Tuck to pick it up. He nosed down, and then I said to Daisy, "Forward."
- 61 With Tuck moving along about three feet behind Daisy, leash firmly in his mouth, the little bell rang as though it were on the harness of a sleigh horse. A jingle-bell sound. I walked behind them as we went the length of the park.
- 62 Each day that week I shortened the leash until Tuck's head was directly opposite Daisy's rump. He now seemed content to trot along with her, his left ear rubbing conveniently against her flank, listening to her bell as if it were a symphony.

The Trouble with Tuck: The Inspiring Story of a Dog Who Triumphs Against All Odds by Theodore Taylor.
Copyright © 1981 by Theodore Taylor. Reprinted by permission of Random House Children's Books, a division of Penguin Random House LLC.

English Language Arts

- 13 Based on the passage, what does Helen narrating the story **best** help the reader understand?
- Ⓐ how Tuck lost his eyesight
 - Ⓑ why Tuck has trouble learning
 - Ⓒ how much she cares about Tuck
 - Ⓓ why she has a deadline for training Tuck

- 14 Read the sentence from paragraph 2 in the box.

No one in my family would ever see me there, I thought, and I could continue to train Tuck in complete secrecy.

What is the meaning of the word **complete** as it is used in the sentence?

- Ⓐ total
- Ⓑ silent
- Ⓒ available
- Ⓓ necessary

English Language Arts

- 15** Choose the word or phrase that **best** completes each sentence.

In paragraphs 9 and 10 of the passage, Luke comes through the hedge “like a hawk searching for a rabbit.” This phrase is an example of

- Ⓐ onomatopoeia.
- Ⓑ personification.
- Ⓒ a metaphor.
- Ⓓ a simile.

The **most likely** reason the author uses the phrase is to show that Helen thinks Luke is

- Ⓐ hoping to avoid her.
- Ⓑ walking on a hidden path.
- Ⓒ trying to get her in trouble.
- Ⓓ taking the broken bike to be fixed.

- 16** What do paragraphs 13–21 **mainly** suggest about Helen’s mother?

- Ⓐ She is confused by Helen’s behavior.
- Ⓑ She needs Helen to walk Tuck more often.
- Ⓒ She understands that helping Tuck is important to Helen.
- Ⓓ She wishes she could offer more support for Helen’s goals.

English Language Arts

- 17 Based on the passage, what is the **main** reason Mr. Ishihara is important to Helen?
- Ⓐ He provides her with good advice.
 - Ⓑ He listens to her problems with Luke.
 - Ⓒ He gives her the bell to use with Tuck.
 - Ⓓ He speaks to her in an encouraging way.

- 18 Read the sentence from paragraph 62 in the box.

He now seemed content to trot along with her, his left ear rubbing conveniently against her flank, listening to her bell as if it were a symphony.

Based on the passage, what is the **most likely** reason the author compares the sound of the bell to a symphony?

- Ⓐ to show that Tuck did not like the sounds
- Ⓑ to show that Tuck has heard a new sound
- Ⓒ to show that Tuck has learned to follow the sound
- Ⓓ to show that Tuck could not recognize the different sounds

English Language Arts

19 Based on the passage, how is Daisy important to Tuck?

- Ⓐ She helps him know where to go.
- Ⓑ She likes to play games with him.
- Ⓒ She shows him how to hold the leash.
- Ⓓ She teaches him how to listen to commands.

20 What is a theme of the passage?

- Ⓐ Every problem has only one solution.
- Ⓑ Hard work and focus can bring a reward.
- Ⓒ The best advice comes from family members.
- Ⓓ Sisters and brothers should be kind to one another.

Grade 4 English Language Arts
Spring 2023 Released Operational Items

PBT Item No.	Page No.	Reporting Category	Standard	Item Type*	Item Description	Correct Answer (SR)**
1	8	<i>Reading</i>	RI.4.1	SR	Identify a key detail related to the topic of the passage.	B
2	8	<i>Reading</i>	RI.4.3	SR	Identify an idea in the passage and choose evidence from the passage that supports the idea.	A;A
3	9	<i>Reading</i>	RI.4.3	SR	Use information from the passage to determine why an event occurred.	B
4	9	<i>Language</i>	L.4.4	SR	Determine the meaning of a phrase in the passage.	C
5	9	<i>Reading</i>	RI.4.4	SR	Determine the meaning of a word in context.	C
6	10	<i>Reading</i>	RI.4.2	SR	Identify the reason an event in the passage occurred.	D
7	10	<i>Reading</i>	RI.4.5	SR	Identify the purpose of a paragraph from the passage.	B
8	11	<i>Reading</i>	RI.4.4	SR	Determine the meaning of a word in context.	A
9	11	<i>Reading</i>	RI.4.1	SR	Identify a key detail that explains an idea from the passage.	A
10	12	<i>Language</i>	L.4.4	SR	Determine the meaning of a word from the passage and choose the evidence from the passage that supports the meaning.	C;B
11	13	<i>Reading</i>	RI.4.6	SR	Identify a detail from the passage that reveals the author's point of view.	D
12	14	<i>Language, Writing</i>	L.4.1, L.4.2, L.4.3, W.4.2, W.4.4	ES	Write an essay that explains a key concept in the passage; use important information from the passage as evidence.	
13	21	<i>Reading</i>	RL.4.6	SR	Determine how the point of view of the passage impacts the reader's overall understanding.	C
14	21	<i>Reading</i>	RL.4.4	SR	Determine the meaning of a word used in the passage.	A
15	22	<i>Language</i>	L.4.5	SR	Identify the type of figurative language used in a phrase from the passage and determine what it suggests about the characters.	D;C
16	22	<i>Reading</i>	RL.4.3	SR	Determine what is suggested about a character based on details in the passage.	C
17	23	<i>Reading</i>	RL.4.3	SR	Determine what is suggested about the relationship between two characters in the passage.	A
18	23	<i>Language</i>	L.4.5	SR	Determine why the author uses a comparison to provide details about a character from the passage.	C
19	24	<i>Reading</i>	RL.4.3	SR	Determine what is suggested about the relationship between two characters in the passage.	A
20	24	<i>Reading</i>	RL.4.2	SR	Identify the theme of the passage.	B

* ELA item types are: selected-response (SR), constructed-response (CR), and essay (ES).

** Answers are provided here for selected-response items only. Sample responses and scoring guidelines for any constructed-response and essay items will be posted to the Department's website later this year.

Grade 4 English Language Arts
Spring 2023 Unreleased Operational Items

PBT Item No.	Reporting Category	Standard	Item Type*	Item Description
21	<i>Reading</i>	RI.4.2	SR	Identify a main idea developed in a section of the passage.
22	<i>Reading</i>	RI.4.4	SR	Use information from the passage to determine the meaning of a word.
23	<i>Reading</i>	RI.4.5	SR	Identify the section of the passage where specific information would be found.
24	<i>Reading</i>	RI.4.5	SR	Identify the organizational structure of the passage.
25	<i>Reading</i>	RL.4.6	SR	Identify the point of view of the passage.
26	<i>Language</i>	L.4.4	SR	Determine the correct meaning of a multiple-meaning word in context and identify another sentence that uses the word similarly.
27	<i>Reading</i>	RL.4.4	SR	Determine the meaning of a word in context.
28	<i>Language</i>	L.4.2	SR	Identify the purpose of punctuation used in a sentence from the passage.
29	<i>Reading</i>	RL.4.1	SR	Make an inference based on details from the passage.
30	<i>Reading</i>	RI.4.9	SR	Identify an idea shared by two passages.
31	<i>Reading</i>	RI.4.9	SR	Identify an opinion shared by the authors of two passages.
32	<i>Reading</i>	RL.4.3	CR	Write a paragraph that describes a character's problem, using important details from the passage.

* ELA item types are: selected-response (SR), constructed-response (CR), and essay (ES).