

GRADE 4
Reading

Administered April 2013

RELEASED


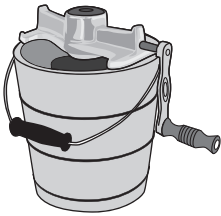


READING

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

A Dessert with a Long History

- 1 When it's hot outside, there's nothing better than ice cream to cool you down. But it hasn't always been possible to order a scoop of ice cream at your local ice-cream shop.
- 2 Hundreds of years before there were electric freezers, people in China made frozen desserts by mixing milk with snow and spices. The Roman emperor Nero sent his fastest runners into the mountains to gather snow. The snow was brought back before it could melt and was mixed with honey, nuts, or fruit juice.
- 3 The Chinese and Roman treats were unlike today's ice cream. These desserts were made with small pieces of frozen ice and were similar to snow cones. By the 1600s flavored dishes in which cream was combined with ice were being produced in several European countries. These desserts looked and tasted more like the kind of ice cream served today.

- 4 When people came from Europe to America in the 1700s, they brought their recipes for ice cream with them. But the frozen treat did not become very popular. It was difficult to find and keep the ice needed to make the dessert. It took a long time to mix the ingredients, and then the mixture had to be frozen for several hours before it could be eaten.

1600s		Flavored ice
1843		Ice-cream machine
1904		Waffle cone
1920		Ice-cream bar on a stick

- 5 All that changed thanks to Nancy Johnson of Pennsylvania. In the 1840s Johnson invented an ice-cream maker that enabled people to make the dessert faster than they could by mixing it by hand. The machine, which could easily be used in the home, froze the ice cream as it was being made. Similar machines are still used today.

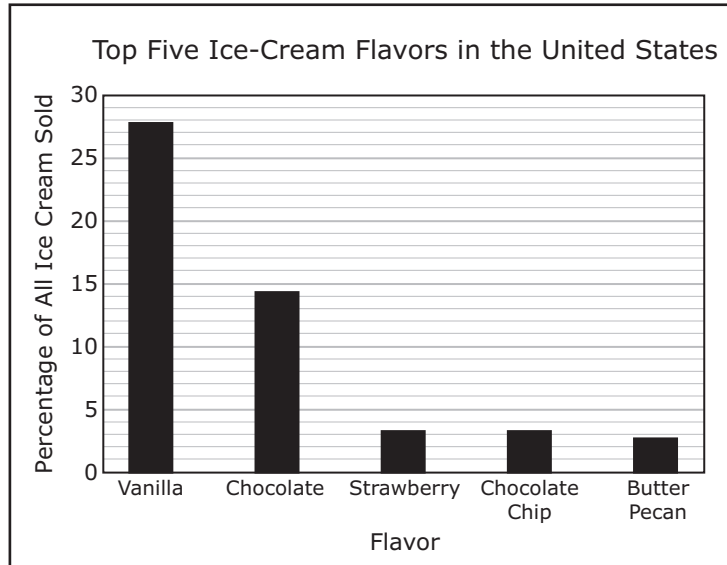


Nancy Johnson's invention allowed people to make ice cream in their homes.

Courtesy of Library of Congress

- 6 Ice cream wasn't placed into a cone until 1904. A man selling crispy waffles at a fair noticed that people would leave his stand and go to the ice-cream booth. They would then drop their ice cream onto his waffles. This gave him the idea of rolling a waffle into a cone shape. The ice-cream cone was born!
- 7 Years later, in 1920, Harry Burt decided to start making ice-cream treats. Burt, a candy maker, covered a small block of vanilla ice cream with thick chocolate. His daughter said that it was good but too messy. Burt's son suggested that he put the ice cream on a stick the same way he would a lollipop. Burt did just that and made the first ice-cream bar on a stick.

- 8 More ice cream is eaten in the United States than in any other country. Every July U.S. ice-cream companies celebrate National Ice Cream Month. The companies spend lots of time testing new flavors such as chunky chocolate cherry and berry blast. Still, the most popular flavor is that all-time favorite: vanilla.



If you “scream for ice cream,” here is an easy way for you and your friends to mix up a batch.

Ingredients:

- 6 tablespoons rock salt
- 1/2 gallon ice cubes
- 1 tablespoon sugar
- 1/2 cup heavy cream
- 1/2 teaspoon vanilla
- 1 large (gallon-size) plastic sealable bag
- 1 small (sandwich-size) plastic sealable bag

What to do:

1. Put the ice and the rock salt into the large bag.
2. Pour the heavy cream, the sugar, and the vanilla into the small bag. Seal the small bag.
3. Place the small bag in the large bag. Seal the large bag.
4. Shake the large bag until the mixture thickens (about five minutes).
5. Remove the small bag from the large bag. Open the small bag carefully. You’re ready to enjoy your tasty treat!

1 Read this dictionary entry.

stand \ˈstænd\ *noun*
1. a frame that is used to hold something upright 2. a small structure from which products are sold 3. a raised platform from which a person makes a speech 4. the place where a witness presents information in a courtroom

Which definition of stand is used in paragraph 6?

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

2 What problem did people experience when ice cream was first made in America?

- F The right spices were not available.
- G The ice cream would melt inside the cone.
- H The ice cream froze too quickly when being made.
- J The ice needed for making the dessert was difficult to find.

3 Which of these best supports the title of the article?

- A** The table next to paragraph 4
- B** The photograph after paragraph 5
- C** The bar graph next to paragraph 8
- D** The recipe after paragraph 8

4 What is the most likely reason that the recipe was included with the article?

- F** To indicate that most people make ice cream at home
- G** To explain the process for using an ice-cream machine
- H** To provide instructions for making ice cream
- J** To show how people first made ice cream

- 5** The photograph of people around the ice-cream maker suggests that —
- A** it takes several hours to make ice cream with such a machine
 - B** making ice cream can be a family activity
 - C** the process of making ice cream has not changed for hundreds of years
 - D** using such a machine is difficult

-
- 6** Harry Burt put his ice-cream treat on a stick —
- F** to keep the ice cream from melting
 - G** so that less chocolate would be needed
 - H** so that it could be sold as a lollipop
 - J** to make eating the treat easier

- 7** The author organizes this article by —
- A** describing how frozen treats have changed over time
 - B** explaining how the ice-cream maker was invented
 - C** listing the steps for making ice-cream bars
 - D** comparing the different ideas people have about ice cream

8 Which of these is the best summary of the article?

- F** Americans love ice cream as a treat. National Ice Cream Month is celebrated during July. The frozen treat is easier to get now than it was hundreds of years ago.
- G** Hundreds of years ago people began making different frozen desserts. Europeans brought the idea of ice cream to America. New ideas about how to make and serve the frozen treat have led to its wide popularity.
- H** Hundreds of years ago different ingredients were mixed with snow to make frozen treats. Some people traveled far to get the snow. Today many different flavors of ice cream are available.
- J** At a fair in 1904, people began eating ice cream in waffle cones. In the United States, National Ice Cream Month is celebrated during July. People also like to eat chocolate-covered ice-cream bars on sticks.

- 9** Which sentence from the article supports the idea that early frozen desserts required great effort to make?
- A** *The Roman emperor Nero sent his fastest runners into the mountains to gather snow.*
 - B** *The Chinese and Roman treats were unlike today's ice cream.*
 - C** *These desserts were made with small pieces of frozen ice and were similar to snow cones.*
 - D** *When people came from Europe to America in the 1700s, they brought their recipes for ice cream with them.*

-
- 10** How were Harry Burt and the man who created the ice-cream cone similar?
- F** They both got ideas for their inventions from others.
 - G** They both sold their frozen treats at a fair.
 - H** They both used waffles to hold their frozen treats.
 - J** They developed their inventions during the same year.

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

Mystery at Dad’s Office

- 1 Nathan stood at the vending machine in the break room of his father’s office building. It was early Saturday evening, and he and his little brother Alex had come to hang out at the office while their dad worked. Alex crossed his arms. “I didn’t want mint gum!”
- 2 Nathan shrugged his shoulders. “Dad and I both voted for it, so that makes it fair,” he said.
- 3 The boys stepped into the dark hall as Alex complained, “Next time I get to choose. You didn’t even ask—aaaaahhh!”
- 4 Alex suddenly jumped back into the break room, crashing into Nathan. “Watch out!” Nathan yelled.
- 5 Flattened against the wall, Alex asked quietly, “Didn’t Dad say we were the only people here?”
- 6 “No one else is here, Alex,” his brother scolded. “Why are you whispering?”
- 7 Alex shut his eyes tightly and said, “There was someone standing at the end of the hall staring at us. I think he’s watching us!”
- 8 Nathan sighed. His little brother could be a real pain sometimes, especially when his imagination ran wild. But Nathan decided that he would agree with Alex just to try to calm him. Nathan found a pencil and notepad. “Why don’t you sit down and tell me what this guy looked like,” he suggested.
- 9 “He was huge and dressed all in red! And he was really mean looking, with beady eyes that sort of glowed—like they were on fire!” Alex exclaimed.



10 Something Alex said made Nathan a little suspicious. "Let me take a look," he said.

11 The brothers tiptoed toward the doorway. Finally Nathan leaned around the corner just the tiniest bit. When he saw a movement at the far end of the hall, he didn't even stop to see what the person looked like.

12 "Run, Alex!" Nathan yelled, dropping the gum. He grabbed his brother's hand and raced down the hallway.

13 The light from Dad's office was like a nightlight offering comfort from a bad dream. The brothers tried to get through the doorway at the same time and ended up in a tangled heap on the floor.

14 "What's going on, boys?" Dad demanded to know.

15 Nathan and Alex started talking at the same time. Both boys were breathless, but they told Dad about the stranger down the hall. By the time Nathan got to the description of the red shirt,

Alex was calling it “a scarlet cape.” Dad lifted his chin and arched his eyebrows.

16 “And you said this stranger was really huge?” Dad asked. Alex nodded. “Well then, let’s go take a look,” Dad said.

17 Even with their father along, the boys didn’t want to return to the scary creature. “Come on, boys, it will be fine,” Dad assured them. “I promise I won’t let anything bad happen to you.” He led them back to where they had last seen the mysterious stranger. Just before they got to the hallway that led to the break room, Dad turned on a light switch. Then he looked around the corner to the end of the hall. The boys heard him chuckle. “Okay,” he said to Alex, “your turn.”

18 Slowly Alex leaned around the corner and looked. Then he leaned a little farther. Finally he stepped all the way into the hallway. There, down the hall, was his own reflection looking back at him. It was almost as if his reflection were teasing him. It was bad enough to have an older brother who sometimes made fun of him. Now he could see himself doing the same thing.

19 Dad smiled. “I guess neither of you noticed the new mirror at the end of the hall.”

20 Nathan’s mouth formed a grin, and then Alex started to laugh. Their mysterious stranger was no stranger after all! Even Nathan hadn’t examined the situation closely enough to notice that Alex was wearing his bright red soccer jersey.

21 “Hey, where’s that gum I wanted?” Dad asked.

22 Nathan’s cheeks began to feel hot. He was thankful that Dad hadn’t seen the gum on the break-room floor. “I’ll go get it,” he said quickly.

23 “By the way,” Alex said, “that stranger told me he doesn’t like mint. So next time, he and I vote for strawberry.”

- 11** Which word from paragraph 17 helps the reader understand the meaning of the word assured?
- A** *return*
 - B** *looked*
 - C** *led*
 - D** *promise*

-
- 12** When Alex first tells Nathan that someone is watching them, Nathan —
- F** believes that Alex saw an office worker
 - G** wants Alex to find their father
 - H** thinks Alex is worrying for no reason
 - J** wishes their father would try to calm Alex

13 What identifies this story as realistic fiction?

- A** The events that take place could happen.
- B** The author includes an illustration in the story.
- C** The author asks a question at the end of the story.
- D** The characters are people who are well known.

14 In paragraph 13, “a nightlight offering comfort from a bad dream” means that the light makes the boys feel —

- F** upset
- G** safe
- H** tired
- J** selfish

- 15** Why is it important to the story that Nathan and Alex go to the break room for gum?
- A** The boys see something frightening in the hallway.
 - B** The boys are able to sit and talk to each other.
 - C** The boys argue about what flavor they should select.
 - D** The boys are able to let their father finish his work in his office.

16 What is paragraph 18 mainly about?

- F** Why Alex must lean so far into the hallway
- G** How Alex's reflection reminds him of his brother
- H** What Alex discovers in the hallway
- J** How Alex feels about his brother's teasing

17 What is the best summary of the story?

- A** One Saturday evening two brothers are at their father's office building. The younger brother thinks he sees a stranger. He sits at the table and tells his older brother what the stranger looks like. Later the brothers share the story with their father. The three of them go down the hallway to take a look.
- B** Two brothers come to their father's office building and go to the break room to use the vending machine. They become scared when they see a stranger in the hallway. They run to their father and describe to him what the stranger looks like.
- C** Two brothers go with their father to his office building. While in the hallway, the younger brother becomes scared when he thinks he sees a stranger. At first the older brother does not believe the story, but when he also becomes afraid, Dad helps them discover who the stranger really is.
- D** One Saturday two brothers go to buy some gum in the break room near their father's office. When they see a stranger in the hallway, the older brother drops the gum on the floor. Once they are no longer afraid, the younger brother tells which flavor of gum he would like.

18 Which sentence shows how the brothers feel when their father explains what they really saw in the hallway?

- F** *The brothers tried to get through the doorway at the same time and ended up in a tangled heap on the floor.*
- G** *Nathan and Alex started talking at the same time.*
- H** *It was bad enough to have an older brother who sometimes made fun of him.*
- J** *Nathan's mouth formed a grin, and then Alex started to laugh.*

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

Waiting Room Zoo

by Susan Noyes Anderson

I'm in the doctor's waiting room.
My mom is counting sheep.
The music they play here could put
an elephant to sleep.

- 5 They've wallpapered with animals.
This place looks like the zoo!
Do they think they can fool kids with
a kangaroo or two?

A doctor is a doctor, right?

- 10 A shot is still a shot.
And I don't care how many kinds
of animals they've got.

The nurse speaks baby talk to me.
(She thinks I'm half my age.)

- 15 You'd think I was a lion being
coaxed into my cage.

"Doctor is ready now," she coos.

"Come in, lamb, you'll be fine."

(Yeah, sure. And that's a needle from

- 20 a friendly porcupine!)

"Waiting Room Zoo" by Susan Noyes Anderson, copyright © 1993 by Susan Noyes Anderson. Used by permission of the author.

19 Which words rhyme in each stanza of the poem?

- A** The last words in the second and fourth lines
- B** The last words in the first and fourth lines
- C** The last words in the first and third lines
- D** The last words in every line

20 The words in parentheses in line 14 emphasize that the speaker is —

- F** happy that the nurse is easy to understand
- G** annoyed by the way the nurse talks to her
- H** disappointed that the nurse does not know how old she is
- J** relieved that the nurse is trying to make her feel comfortable

21 The doctor's waiting room is decorated with animals most likely to —

- A** convince children that animals are interesting
- B** allow children to study animals during their visit
- C** help children imagine what going to the zoo is like
- D** create a pleasing environment for children

22 Read lines 17 and 18.

"Doctor is ready now," she coos.
"Come in, lamb, you'll be fine."

The dialogue used in these lines shows that —

- F** the nurse thinks that the speaker is acting childish
- G** the nurse thinks that the speaker is nervous about seeing the doctor
- H** the speaker is not entertained by the music in the waiting room
- J** the speaker is not distracted by the appearance of the waiting room

23 What is the message of this poem?

- A** Music can make a situation less stressful.
- B** Kind words can be very helpful.
- C** Children are amused by animals.
- D** Children are not easily fooled.

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

Squirrels Using Snakeskin?

- 1 Squirrels are common in many parts of the United States. Scientists have recently discovered something very strange about squirrels: they like to chew rattlesnake skin. Rattlesnakes, like other snakes, outgrow their skin and shed it. Some squirrels not only search for a piece of rattlesnake skin to chew, they also smear the chewed-up snakeskin all over themselves. What could be the reason for this behavior?



A Squirrel Chewing on a Snakeskin

© John Cancelosi/Alamy

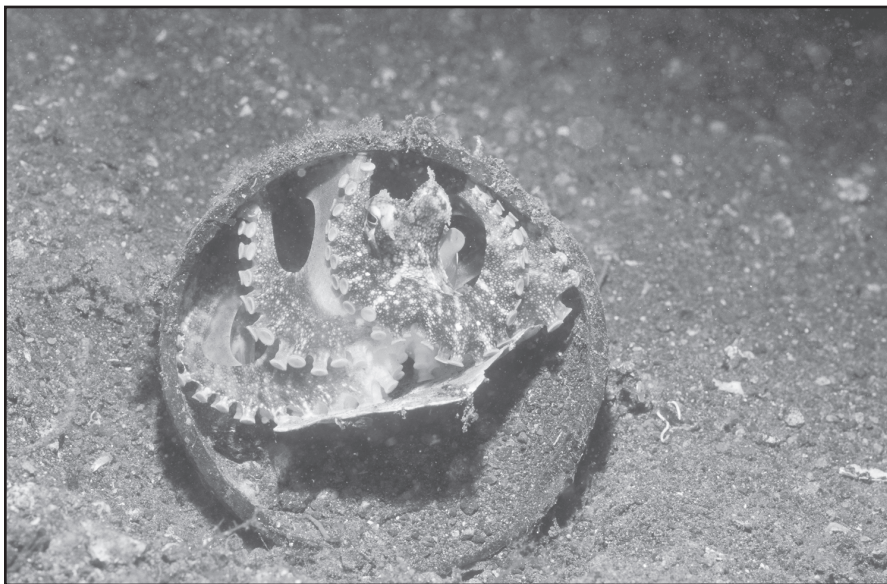
- 2 Scientists suggested several possible explanations. Some scientists thought that male squirrels, which are more aggressive than female squirrels, rub the snakeskin on their bodies to smell like rattlesnakes. The scent might then scare away other male squirrels.
- 3 A second idea was that the squirrels might use the snakeskin odor to ward off fleas. But when scientists conducted an experiment to test this explanation, they found that fleas did not avoid squirrels that had rattlesnake scent on their bodies.
- 4 Scientists also suggested that squirrels might use the rattlesnake odor to avoid being eaten by rattlesnakes. Adult squirrels have a special protein in their blood that makes a rattlesnake's poisonous bite harmless to them. But young squirrels can die if bitten by a rattlesnake. Female squirrels

protect their young and share burrows with them. Therefore scientists suggested that female squirrels and young squirrels chew on snakeskin and spread its scent on their bodies as protection from snakes. A snake might be less likely to attack a squirrel that smells like another snake.

- 5 One scientist, Barbara Clucas, decided to test these theories by observing a group of squirrels at a nature preserve. To tell the squirrels apart, she marked each one with a number by using black hair dye. Clucas noted the ages of the squirrels and whether they were male or female. Next she released the squirrels and set out pieces of shed rattlesnake skin. Then she hid and filmed the results. She timed how long each squirrel stayed to chew up the snakeskin. Then she watched as the squirrel rubbed a mixture of saliva and snakeskin on itself.
- 6 Clucas found that female squirrels and young squirrels took the most time performing these activities. Her observations support the idea that the squirrels have been using the snakeskin for protection against rattlesnakes. Clucas believes that the scent of the snakeskin works as a disguise. Snakes typically have a strong sense of smell. So if a hungry snake detects the smell of a rattlesnake in a burrow, the snake will leave that burrow alone—even if that “snake” is really a sneaky squirrel!

A Clever Use of Coconuts

- 1 The octopus, with its eight arms, two big eyes, and a beak, is an amazing creature. Scientists have long known that octopuses are intelligent. But until recently, they did not realize just how smart octopuses really are.
- 2 Octopuses have different ways to escape their enemies. Sometimes they squirt ink. The ink clouds the ocean water and makes the octopuses difficult to locate. Octopuses also have the ability to change the color of their bodies to match the color of their surroundings. Enemies swim right by octopuses without noticing them. Octopuses can also squeeze into very tight places for protection.
- 3 While diving in the ocean, scientists were surprised to see octopuses use another way to protect themselves. They witnessed some small octopuses moving coconut halves across the ocean floor. The scientists followed the octopuses and were surprised to discover that the creatures were stacking the coconut shells in a pile. When an octopus thought it was in danger, it raced back to the shells. Then it got two shell halves and hid inside them by pulling one on top of the other. Because coconut shells are very hard on the outside, the creature was able to create a safe armored ball that protected it from danger. Scientists believe that this behavior demonstrates that octopuses are tool users.



An Octopus Hiding Inside a Coconut Shell

© Frederick R. McConnaughey/Photo Researchers, Inc.

4 Crabs also use shells for protection. But scientists don't consider crabs tool users. These creatures can pick up shells and hide in them, but octopuses can carry shells to another spot. Scientists argue that the transportation of the shells indicates that octopuses can think ahead about how they will use the shells later.

5 Besides humans, chimpanzees and some birds are the most common tool users. But now scientists have placed octopuses with the animals that are intelligent enough to use tools. Clearly, octopuses are among the smartest animals in the world.

Use "Squirrels Using Snakeskin?" (pp. 23–24) to answer questions 24–28. Then fill in the answers on your answer document.

24 The author wrote this selection most likely to —

- F** inform readers of the differences between squirrels and snakes
- G** explain efforts to understand an unusual squirrel behavior
- H** encourage readers to investigate the activities of squirrels
- J** tell readers about a special squirrel and its diet

25 Paragraphs 2 through 4 are mainly about —

- A** a special protein that adult squirrels have in their bodies
- B** how female squirrels use snakeskin to protect themselves
- C** how fleas can be avoided by using the skin shed by rattlesnakes
- D** possible reasons that squirrels spread chewed snakeskin on their bodies

26 Clucas's observations contribute to the understanding of why squirrels use snakeskin by —

- F** providing support for one of the theories presented by scientists
- G** proving that male squirrels are more aggressive than female squirrels
- H** suggesting that young squirrels do not know how to apply chewed snakeskin to themselves
- J** explaining why adult squirrels have a special protein in their blood

27 In paragraph 6, the word detects means —

- A** dislikes
- B** expects
- C** discovers
- D** ignores

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

- F** Scientists have discovered that some squirrels chew rattlesnake skin and apply it to themselves. There are several possible explanations for this behavior. Barbara Clucas conducted a study using a group of squirrels and discovered that it is likely that female squirrels and young squirrels use the snakeskin as protection against rattlesnakes.
- G** Some squirrels have an unusual habit of chewing rattlesnake skin and applying it to their fur for protection. Scientists have discovered that adult squirrels do not need protection from rattlesnake venom. However, female and young squirrels chew and apply rattlesnake skin to their bodies.
- H** Scientists developed a few theories to explain why squirrels chew rattlesnake skin and apply it to their fur. Barbara Clucas studied squirrels to find the answer. She numbered each squirrel in the study by using black hair dye.
- J** Some squirrels are known to look for the skin that rattlesnakes leave behind when they shed. Once the squirrels find the skin, they chew it up, spit it out, and put it on their fur. Scientists wonder about this behavior and have some possible explanations for it.

Use "A Clever Use of Coconuts" (pp. 25–26) to answer questions 29–32. Then fill in the answers on your answer document.

29 In paragraph 4, the word indicates means —

- A** suggests
- B** depends
- C** helps
- D** decides

30 The fact that octopuses sometimes move coconut shells from one place to another is important because it suggests that octopuses —

- F** are more intelligent than some birds
- G** are able to plan for future needs
- H** relocate to new homes often
- J** may find other types of shells to use in the future

31 The purpose of this selection is to —

- A** compare octopuses with other animals that are also tool users
- B** describe an octopus that was hiding in a coconut shell
- C** provide readers with facts about the intelligence of octopuses
- D** encourage readers to learn more about interesting sea creatures

32 The photograph is included with the selection most likely to —

- F** show how many arms an octopus has
- G** demonstrate how an octopus puts shell halves together
- H** show why octopuses need to hide from enemies
- J** illustrate how an octopus can fit inside a coconut shell

Use “Squirrels Using Snakeskin?” and “A Clever Use of Coconuts” to answer questions 33–36. Then fill in the answers on your answer document.

- 33** What is one difference between the types of animal behavior described in the two selections?
- A** Many animals use snakeskin for protection, but only octopuses are known to use shells to protect themselves.
 - B** Squirrels have several ways of protecting themselves, but octopuses have only one way.
 - C** Scientists understand why squirrels use snakeskin, but research is needed to understand why octopuses use coconut shells.
 - D** Squirrels disguise themselves with scent, but octopuses hide from the view of their enemies.
-
- 34** One similarity between the two selections is that both discuss animals that —
- F** use things found in nature to remain safe
 - G** need help from humans to survive
 - H** protect their young
 - J** are not aware of dangers in their environment

35 Which of these ideas is found in both selections?

- A** Animals have difficulty finding places to hide.
- B** Scientists have many ways of studying animals in their environment.
- C** Scientists are continuing to discover unique ways in which animals protect themselves.
- D** Tool users are the most intelligent animals.

36 Both selections suggest that scientists —

- F** are interested in studying only small animals
- G** do not completely understand some animal behavior
- H** have to use cameras to study animals
- J** do not spend much time observing animals in the wild

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

The Rocking Chair

CHARACTERS

CARA: A 12-year-old girl

GRANDPA: Cara's grandfather

GRANDMA: Cara's grandmother

SCENE 1

- 1 *[The curtain opens, showing the back of a house. An old rocking chair sits on the back porch. Grandpa and Cara walk out the back door of the house and onto the porch.]*
- 2 **GRANDPA:** All right, Cara. Now that our bellies are full of pancakes, it's time to work!
- 3 **CARA:** Work? I thought you said we were going to be doing something fun, Grandpa.
- 4 **GRANDPA:** It *is* going to be fun.
- 5 **CARA:** Well, what are we going to do?
- 6 **GRANDPA:** See whether you can guess. *[Pointing toward the rocking chair.]* What's wrong with this picture?
- 7 **CARA:** I don't know.
- 8 **GRANDPA:** See that? This is what happens when you ignore something.
- 9 *[Grandpa nods his head and looks at the rocking chair, giving Cara a hint.]*
- 10 **CARA:** Grandma's rocking chair?

- 11 **GRANDPA:** Correct! The paint has been chipping for years—this chair was yellow, but you’d never know it. The wood is splintering. . . . And what about this? [*Showing Cara.*] This piece is cracked and about to break. Imagine your grandmother sitting down and having the seat collapse!
- 12 **CARA:** So let’s go buy her a new one to replace this old piece of junk.
- 13 **GRANDPA:** Now, now. The chair may be old, but it’s no piece of junk. We’re not going to buy a new one. You and I are going to fix this old rocker.
- 14 **CARA:** Fix it?
- 15 **GRANDPA:** That’s right. With our own two hands—well, our own four hands. It’ll be a great surprise for your grandmother. I have all the supplies we need in the garage.
- 16 **CARA:** Seriously? No offense, Grandpa, but that thing belongs in the garbage. And I think Grandma would love one of those nice rocking chairs they sell at Deedee’s Designs.
- 17 **GRANDPA:** [*Shaking his head.*] There’s no reason to purchase a new one when we can fix the one we have. Besides, this is your grandmother’s favorite chair, so it’ll be better than a new chair.
- 18 **CARA:** [*Doubtful.*] If you say so.
- 19 **GRANDPA:** Come on. [*Lifting up one side of the chair.*] Help me carry it into the garage.
- 20 [*Cara picks up the other side of the chair. The two carry it stage left as the curtain closes.*]

SCENE 2

- 21 [*The curtain opens. Cara and Grandpa are working on the chair inside the garage. Cara sands the wood, and Grandpa hums happily as he works on replacing the cracked piece.*]
- 22 **CARA:** Is this good enough, Grandpa?

- 23 **GRANDPA:** [*Feeling the wood.*] Almost. We want it to be smooth, and we don't want to see a speck of paint. [*Goes back to work.*]
- 24 **CARA:** [*Sighs.*] My hands hurt. This is taking forever.
- 25 **GRANDPA:** More sanding, less whining.
- 26 **CARA:** We should just buy a new chair. That's what most people do when things get old—they replace them.
- 27 **GRANDPA:** I'm not most people.
- 28 **CARA:** Very funny, Grandpa.
- 29 **GRANDPA:** I think you'll find we'll end up with a better chair this way—one that will make your grandmother very happy. . . . Aha! Look at this.
- 30 [*Grandpa places the new piece of wood securely in the chair. He proudly shows off his work.*]
- 31 **CARA:** It's a perfect fit.
- 32 **GRANDPA:** Yes, it is. Let's finish sanding. [*Grabs a piece of sandpaper and helps Cara.*] When your dad was a boy, this chair needed some attention, too. He and I worked on it for your grandmother.
- 33 **CARA:** Wow! I didn't know this thing was *that* old.
- 34 **GRANDPA:** Yes. And see how long it's lasted?
- 35 **CARA:** I guess you and Dad did a good job.
- 36 **GRANDPA:** [*Nodding.*] And your dad picked out the yellow color. Now it will be your turn to choose the color for Grandma's chair.
- 37 **CARA:** [*Feeling the chair.*] It's nice to know we fixed it ourselves. Is it ready to be painted?
- 38 **GRANDPA:** Yep. The chair looks great! It's time for you to pick the color.

39 **CARA:** Let's paint it blue and make the back rails yellow—to remind Grandma of the way it was before.

40 **GRANDPA:** Great idea.

41 [*Curtain closes.*]

SCENE 3

42 [*The curtain opens. Grandpa is admiring the rocking chair on the porch. Cara enters the porch from the back door of the house.*]

43 **CARA:** Grandma's coming!

44 **GRANDPA:** All right. Let's surprise her. [*Grandpa leans up against one of the porch posts, hiding the chair from view. He gestures for Cara to stand by him.*]

45 **GRANDMA:** [*From inside.*] Hello? Where is everyone?

46 **CARA:** We're out here, Grandma!

47 [*Cara and Grandpa exchange a smile as Grandma walks out onto the porch.*]

48 **GRANDMA:** Well, what are you two doing?

49 **GRANDPA:** Oh, nothing much.

50 **CARA:** Yeah, nothing much.

51 **GRANDMA:** Nothing much? I don't believe that.

52 [*Grandpa and Cara exchange a look. The two separate, revealing the rocking chair. Grandma stares at it.*]

53 **GRANDMA:** Oh, my! It's beautiful!

54 **CARA:** We did it for you, Grandma. We did it with our own four hands.

55 [*Curtain closes.*]

- 37** Which words in paragraph 11 help the reader understand the meaning of the word collapse?
- A** *chipping for years*
 - B** *about to break*
 - C** *sitting down*
 - D** *wood is splintering*
-

- 38** Read these lines from the play.

CARA: Seriously? No offense, Grandpa, but that thing belongs in the garbage.

These lines suggest that Cara believes the chair —

- F** has no value
- G** is not used often enough
- H** will take too long to repair
- J** is uncomfortable

39 The stage directions at the beginning of Scene 1 help the reader by —

- A** establishing the setting
 - B** introducing the main problem
 - C** explaining the plot
 - D** describing the characters
-

40 Which line from the play supports the idea that Cara is proud of the work she has done with Grandpa?

- F CARA:** Is this good enough, Grandpa?
 - G CARA:** Grandma's coming!
 - H CARA:** We're out here, Grandma!
 - J CARA:** We did it with our own four hands.
-

41 What lesson does Cara learn from Grandpa?

- A** Surprises can sometimes bring great joy to people.
- B** Spending time with a grandparent is fun no matter what you do together.
- C** Repairing old things to make them useful again can be rewarding.
- D** Old things lose their meaning when they are made to look new again.

42 In paragraph 52, the word revealing means —

- F studying
- G offering
- H moving
- J showing

43 Which quotation from the play best explains Grandpa’s reason for suggesting that he and Cara work on a surprise for Grandma?

- A **GRANDPA:** This is what happens when you ignore something.
- B **GRANDPA:** I have all the supplies we need in the garage.
- C **GRANDPA:** Besides, this is your grandmother’s favorite chair, so it’ll be better than a new chair.
- D **GRANDPA:** Now it will be your turn to choose the color for Grandma’s chair.

44 Read this stage direction from the play.

[Cara sands the wood, and Grandpa hums happily as he works on replacing the cracked piece.]

What does this stage direction suggest about Grandpa?

- F** He is good at repairing rocking chairs.
- G** He is enjoying his task.
- H** He has the tools needed to make repairs to the chair.
- J** He is glad that someone is helping him repair the chair.

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



**STAAR
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