

# Grade 4

## CST Writing Preparation Booklet

- **Scoring Rubric**
- **Scaffolding the Writing**
- **Practice Tests for Response to Literature**
- **Practice Tests for Summary**

For details regarding the CST, go to <http://www.cde.ca.gov/ta/tg/sr/documents/cstgr4wrttg.pdf>.

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## CST Grade 4 Scoring Rubric

The scoring rubric shown below is used to assign scores to students' written responses on the Grade 4 writing tests. This rubric includes two sets of criteria. The criteria under "The writing" are adapted from the state English-language arts content standards for Writing Strategies and Written Conventions of English. These criteria are used to evaluate on-demand, first-draft written responses in all genres. Student responses are evaluated on their clarity of purpose, central idea, and organization and for their use of supporting evidence, sentence variety, and written conventions. The criteria under "Narrative writing," "Summary writing," and "Response to Literature writing," adapted from the Grade 4 Writing Applications content standards for these genres, are used to evaluate student writing in the specific genres to which they apply.

<b>4</b>	<p><b>The writing—</b></p> <ul style="list-style-type: none"> <li>■ <i>clearly</i> addresses the writing task.</li> <li>■ demonstrates a <i>clear</i> understanding of purpose.</li> <li>■ maintains a <i>consistent</i> point of view, focus, and organizational structure, including paragraphing when appropriate.</li> <li>■ includes a <i>clearly presented</i> central idea with relevant facts, details, and/or explanations</li> <li>■ includes sentence variety.</li> <li>■ contains <i>some errors</i> in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors do <b>not</b> interfere with the reader's understanding of the writing.</li> </ul>	<p><b>Narrative writing—</b></p> <ul style="list-style-type: none"> <li>■ provides a <i>thoroughly developed</i> sequence of <i>significant</i> events to relate ideas, observations, and/or memories.</li> <li>■ includes <i>vivid</i> descriptive language and sensory details that enable the reader to imagine the events or experiences.</li> </ul> <p><b>Summary writing—</b></p> <ul style="list-style-type: none"> <li>■ summarizes text with clear identification of the main idea(s) and the most <i>significant</i> details, in the student's own words.</li> </ul> <p><b>Response to literature writing—</b></p> <ul style="list-style-type: none"> <li>■ demonstrates a <i>clear</i> understanding of the literary work.</li> <li>■ provides <i>effective</i> support for judgments through <i>specific</i> references to text and/or prior knowledge.</li> </ul>
<b>3</b>	<p><b>The writing—</b></p> <ul style="list-style-type: none"> <li>■ addresses most of the writing task.</li> <li>■ demonstrates a <i>general</i> understanding of purpose.</li> <li>■ maintains a <i>mostly consistent</i> point of view, focus, and organizational structure, including paragraphing when</li> </ul>	<p><b>Narrative writing—</b></p> <ul style="list-style-type: none"> <li>■ provides an <i>adequately developed</i> sequence of significant events to relate ideas, observations, and/or memories.</li> <li>■ includes <i>some</i> descriptive language and sensory details that enable the reader to imagine the events or experiences.</li> </ul>

	<p>appropriate.</p> <ul style="list-style-type: none"> <li>■ presents a central idea with <i>mostly</i> relevant facts, details, and/or explanations.</li> <li>■ includes some sentence variety.</li> <li>■ contains <i>errors</i> in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors do <b>not</b> interfere with the reader's understanding of the writing.</li> </ul>	<p><b>Summary writing—</b></p> <ul style="list-style-type: none"> <li>■ summarizes text with the main idea(s) and <i>important</i> details, generally in the student's own words.</li> </ul> <p><b>Response to literature writing—</b></p> <ul style="list-style-type: none"> <li>■ demonstrates an understanding of the literary work.</li> <li>■ provides <i>some</i> support for judgments through specific references to text and/or prior knowledge.</li> </ul>
2	<p><b>The writing—</b></p> <ul style="list-style-type: none"> <li>■ addresses <i>some</i> of the writing task.</li> <li>■ demonstrates <i>little</i> understanding of purpose.</li> <li>■ maintains an inconsistent point of view, focus, and organizational structure, may lack appropriate paragraphing.</li> <li>■ <i>suggests</i> a central idea with limited relevant facts, details, and/or explanations.</li> <li>■ includes <i>little</i> sentence variety.</li> <li>■ contains <i>many</i> errors in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors <b>may</b> interfere with the reader's understanding of the writing.</li> </ul>	<p><b>Narrative writing—</b></p> <ul style="list-style-type: none"> <li>■ provides a <i>minimally developed</i> sequence of significant events to relate ideas, observations, and/or memories.</li> <li>■ includes <i>limited</i> descriptive language and sensory details that enable the reader to imagine the events or experiences.</li> </ul> <p><b>Summary writing—</b></p> <ul style="list-style-type: none"> <li>■ summarizes text with some of the main idea(s) and details, minimal use of the student's own words.</li> </ul> <p><b>Response to literature writing—</b></p> <ul style="list-style-type: none"> <li>■ demonstrates a <i>limited</i> understanding of the literary work.</li> <li>■ provides <i>weak</i> support for judgments.</li> </ul>
1	<p><b>The writing—</b></p> <ul style="list-style-type: none"> <li>■ addresses <i>only one part, if any</i>, of the writing task.</li> <li>■ demonstrates <i>no</i> understanding of purpose.</li> <li>■ <i>lacks</i> a clear point of view, focus, and/or organizational structure, may contain inappropriate paragraphing.</li> <li>■ <i>lacks</i> a central idea but may contain <i>marginally related</i> facts, details, and/or explanations.</li> <li>■ includes <i>no</i> sentence variety.</li> </ul>	<p><b>Narrative writing—</b></p> <ul style="list-style-type: none"> <li>■ <i>lacks</i> a sequence of significant events to relate ideas, observations, and/or memories.</li> <li>■ <i>lacks</i> descriptive language and sensory details that enable the reader to imagine the events or experiences.</li> </ul> <p><b>Summary writing—</b></p> <ul style="list-style-type: none"> <li>■ summarizes text with few, if any, main idea(s) and/or details, little or no use of the student's own words.</li> </ul>

	<ul style="list-style-type: none"><li>■ contains <i>serious errors</i> in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors interfere with the reader's understanding of the writing.</li></ul>	<b>Response to literature writing—</b> <ul style="list-style-type: none"><li>■ demonstrates little or no understanding of the literary work.</li><li>■ <i>fails</i> to provide support for judgments.</li></ul>
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**from California Department of Education Teacher Guide for the 2008 California Writing Standards Test in Grade 4, October 2008**

## Scaffolding the Writing

### What the Writing Tasks Require

In order to write an effective response to literature, students must be able to:

- Identify the name and genre of the selection.
- Provide a context for the reader, such as a summary. At grade 4, the summary can be one paragraph.
- Decide how to respond to the selection. On the CST, students will be given a formal prompt to which they must respond. These might include creating a title for the selection, determining the author's message or reason for writing the story, discussing the story's theme, comparing and contrasting characters or events, or predicting what might happen next.

Students should ask themselves: *Why did the author write this selection?* and *What three main details support my idea about why the author wrote the selection?*

In order to write an effective summary, students must be able to:

- Identify the main ideas in the selection.
- Identify the critical supporting details.

Students should ask themselves: *What is the selection about?* and *What are the author's three main points?*

## Planning Frames and Forms

To help students write a summary, you might wish to use a summary writing frame such as the ones found for each **nonfiction text structure** in the *Wonders California Content Readers* and *Treasures Student Practice Books*. For fiction selections, you can use the frame below.

### Fiction Writing Frame

\_\_\_\_\_ wanted \_\_\_\_\_

\_\_\_\_\_

So \_\_\_\_\_ ,

but \_\_\_\_\_ .

Then \_\_\_\_\_ .

Finally \_\_\_\_\_ .

To help students write a response to literature, you might wish to use the frame provided on the next page. Remind students that the summary should be a few sentences only. The analysis should begin a new paragraph and must contain their response to the literature. Students can conclude their analysis by restating the author's big idea in the selection.



## Response to Literature Sample Test 1

### Directions:

- Read the story on the following pages.
- As you read, you may mark the story or make notes. Marks and notes will not be scored.
- After reading the story, you will be given directions to write an essay. You will have time to read, plan your essay, and write a first draft with edits.
- You may reread or go back to the story at any time during the test.
- Only what you write on the lined pages in this booklet will be scored.
- Use only a No. 2 pencil to write your essay.

### Scoring:

Your writing will be scored on how well you

- show your understanding of the story
- give examples from the story
- use correct grammar, spelling, punctuation, and capitalization

### The Woman, the Tiger, and the Jackal A Tale from India

A kind woman was walking through the forest when she came upon a tiger trapped in a deep hole.

“Hello, friend,” said the tiger. “Can you help me? I have been trapped in this hole for many days and if I do not get out soon, I will surely die.”

Now the woman had compassion for all creatures and could not bear to see anything suffer. But she also knew that tigers had a reputation for eating people.

“How do I know that you won’t eat me?” asked the woman.

“I would not be so ungrateful as to eat the one who frees me,” said the tiger. “I give you my promise. I will not harm you.”

So the woman, who was daring as well as kind, agreed to help.

She tied one end of a rope to a banyan tree. She threw the other end to the tiger who grabbed it with his paws. Then she pulled and pulled. Soon the tiger was free.

“Thank you, foolish woman,” said the tiger. “Now I will eat you.”

“Wait!” cried the woman. “You promised not to eat me. Without my help you would never have survived. It is not fair for you to eat me when I set you free!”

“Fair!” laughed the tiger. “The world is not a fair place. You can ask anyone. Let us ask the banyan tree whether I should eat you.”

So the woman asked the tree. “Tree,” she said, “I have rescued this tiger from a deep hole. Now he wants to eat me. Is that fair?”

“Fair?” asked the tree. “The world is not a fair place. Look at me. I give shade to people. But still they cut off my branches to use the wood. It might not be fair, but it is fine for the tiger to eat you!”

The tiger lunged at the woman. “Wait!” cried the woman. “Let us just ask this road beneath our feet. We will do as it says.”

“Very well,” said the tiger.

“Road,” said the woman, “I have rescued this tiger from a deep hole. Now he wants to eat me. Is that fair?”

“Fair?” asked the road. “The world is not a fair place. Look at me. I help people get where they need to go. Then they walk on me. It might not be fair, but it is fine for the tiger to eat you!”

Again, the tiger prepared to lunge. “Wait!” cried the woman. “Let us ask this jackal. We will do as he says.”

“Very well,” said the tiger.

“Jackal, I have rescued this tiger from a deep hole. Now he wants to eat me. Is that fair?”

Now the jackal was very clever and wanted to help the woman. He rubbed his head. “I’m sorry,” he said. “I don’t understand what you are saying. Can you repeat it?”

The woman repeated herself. Again the jackal said, “I still don’t understand what you are saying. You will have to show me what happened. Bring me to the hole where it all began.”

So the woman and the tiger brought the jackal to the deep hole in the ground. Then the tiger told the whole story.

“Oh, my!” said the jackal. “I am as baffled as ever! Where were you when it all began?”

“I was IN THE HOLE!” shouted the tiger.

“In the hole?” asked the jackal. “Can you show me?”

“Of course I can show you!” exclaimed the tiger. And he jumped back into the hole. “Now do you understand?”

“Of course I understand! I understand perfectly well,” said the jackal. “You were in the hole when it all began and that is where you shall stay!”

The jackal turned to the woman. “Let us get away from this ungrateful creature.”

“Thank you!” said the kind woman. “The world may not always be a fair place, but good friends like you help to make it better.”

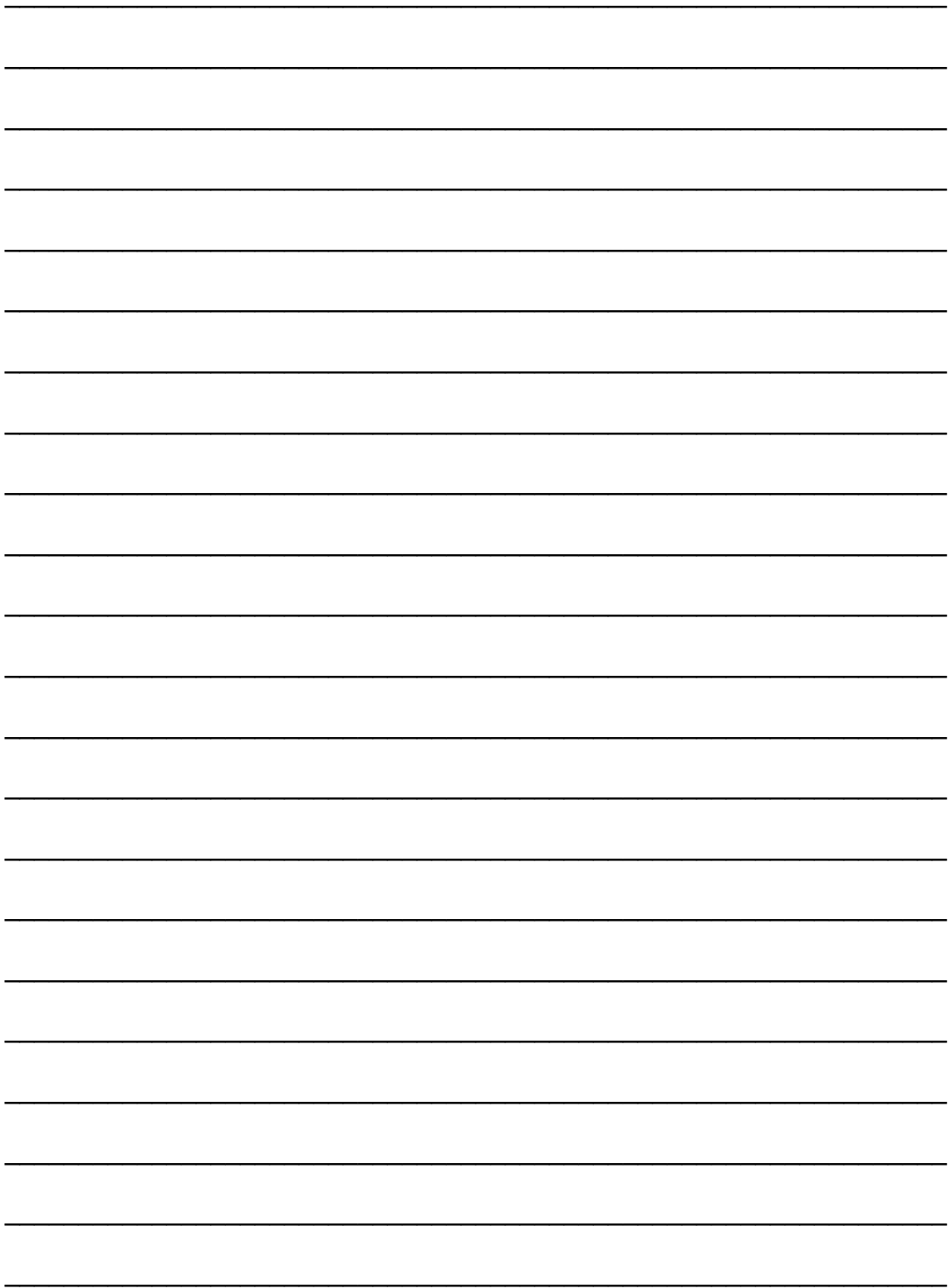
“I understand perfectly,” said the jackal. And with that, the two new friends walked off together.

### **Writing the Essay**

The title of this story is “The Woman, the Tiger, and the Jackal”. What would be another good title for this story? Use details from the story to support your answer.

When you write your essay, remember

- to show your understanding of the story
- to give examples from the story
- to use correct grammar, spelling, punctuation, and capitalization



## Response to Literature Sample Test 2

### Directions:

- Read the story on the following pages.
- As you read, you may mark the story or make notes. Marks and notes will not be scored.
- After reading the story, you will be given directions to write an essay. You will have time to read, plan your essay, and write a first draft with edits.
- You may reread or go back to the story at any time during the test.
- Only what you write on the lined pages in this booklet will be scored.
- Use only a No. 2 pencil to write your essay.

### Scoring:

Your writing will be scored on how well you

- show your understanding of the story
- give examples from the story
- use correct grammar, spelling, punctuation, and capitalization

### X Marks the Spot by Julian Fleisher

#### Chapter 1: A Drive to the Mountains

The road twisted and turned, getting higher and higher. Jamal stared straight ahead, frowning. His mom was driving the car and was humming happily to herself.

“Are we there yet?” Jamal asked, crossing his arms across his chest.

“Almost, honey,” his mom replied. “Look out the window. Isn’t it beautiful?”

Jamal didn’t answer, but he did look. Out his mom’s window, all he could see was a rising, rocky cliff. Out his own window, the cliff dropped down. Jamal could see the road winding below them. Below that were green fields. A few houses and farms were scattered about. The city was a long way away. It felt like they had been driving forever.

They were driving up into the mountains to spend a week at a ranch. His mom had lived at this ranch when she was a little girl. “Some vacation,” Jamal thought to himself.

All of Jamal’s friends were doing cool things this summer. Joey was going to an amusement park. Ernesto was spending a whole month with his family at the beach. Vickie had just gotten five new computer games. She was going to spend the entire summer racking up high scores. Jamal and his mother were going to spend a crummy week in the crummy mountains.

“Isn’t this exciting?” Jamal’s mom asked. “I love the mountains.”

“What’s so exciting about a bunch of old rocks?” Jamal said.

“Oh, don’t worry,” his mom said, patting his arm. “There’ll be lots of things to do.”

“Name one,” said Jamal.

“You’ll see,” his mom replied. “It’s very different from the city. Where we live is cluttered with all those buildings. There are cars and trucks and people wherever you look. It’s not like that here in the mountains where you can breathe and think and just relax.”

Jamal didn’t want to relax. He just wanted to sit on the stoop with his friends. In fact, he wished he were sitting anywhere except a car on the way to the boring mountains.

“Hey, look at that,” Jamal’s mom said. She pointed out her window. The cliffs had leveled off. Below them was a green field. A group of horses was in the field. Jamal had never seen horses before. They were amazing. They were powerful and muscular. And they were bigger than he had expected.

“That’s one thing we’ll do,” his mom said. “We’ll ride horses this week.”

Jamal didn’t say anything. He didn’t know if he liked the idea of riding a horse. What if he fell off? What if the horse bit him with those big teeth? Or kicked him with its horseshoe? Just what exactly had his mom gotten them into?

## **Chapter 2: A Map to Surprises**

When they finally arrived at the ranch, Jamal’s mom parked the car beside a big wooden building. In front of the building was a yard surrounded by smaller buildings.

“That big building is the barn,” his mom said. “We’ll be staying in one of the guest cabins. We’ll have it all to ourselves.”

They got out of the car and crossed the yard. Three men in overalls passed by. They were carrying tools and looked dirty.

“Hello, Olivia,” one of the men called out.

“Hey, Livy,” said another of the men. “It’s been a long time.”

“It sure has,” Olivia called back. “This is my boy, Jamal. We’ll see you all for dinner!”

“Sure thing,” the third man said. “Pleased to meet you, son!”

“Why did he call you ‘Livy’?” Jamal asked when the men were out of sight.

“I knew them when I was a little girl,” Olivia said. “They work on the land. It looks like they’re getting ready to fix the barn. I remember doing it myself when I was a girl.”

“You fixed a barn?” Jamal asked. His mouth was wide open.

“Oh, sure,” Olivia said, laughing. “I helped to build that barn.”

“No way!” said Jamal.

“Way,” said his mom, playfully. “I used to help out with all sorts of things.”

Jamal knew that his mom grew up on a ranch. But he couldn’t believe she knew how to build a barn. But then he thought about how strong her hands were.

“This is ours,” his mom said as they reached one of the cabins. “And now, I have a surprise for you.”

Olivia handed Jamal a piece of paper. On it were pictures of houses, trees, and water. There were Xs beside some of the pictures, connected by a dotted line.

“I drew this from memory,” said Olivia. It’s like a treasure map. If we follow the dotted line, we’ll have a lot of fun. And there’s a surprise at the end.”

### **Chapter 3: Old Goober**

“Let’s go!” cried Jamal.

“Hold on a second,” his mom said. She began filling Jamal’s backpack with stuff from home. “Why don’t you go put your bathing suit on?”

Jamal raced into the bathroom. He put his bathing suit on under his shorts. When he returned, his mom was ready to go.

“Okay,” she said as they walked outside. “Look at the map. Where do we go first?”

Jamal took out the map. At first he didn’t know what to make of it.

“I get it,” he said. “We’re at the first X. The dotted line goes between our cabin and the one beside us. Then it goes toward this circle thing.”

Holding the map out in front of him, Jamal began to walk. He imagined the dotted lines on the ground in front of him. Ahead, he could see a round, fenced-in area. Inside the fence were horses.

“This looks like the second X,” he said.

“That’s right,” his mom replied. She made a clucking noise with her tongue. A brown-and-white horse came trotting over.

“This is Old Goober,” Olivia said. She fished a carrot out of the backpack. “He’s going to be your horse for the week. Why don’t you try feeding him?”

Jamal took the carrot. His hand was shaking. Old Goober gently took the carrot from Jamal’s hand. His teeth and tongue were huge. “There’s no way I’m riding that horse,” thought Jamal. Old Goober stuck his head through the fence. Jamal felt the horse nuzzle his arm and he jumped back.

His mom laughed. “Come on. Let’s find the next X.”

“It looks like the dotted line follows some kind of road,” Jamal said as he pointed to a dirt trail that led away from the horses. “Is it this path?”

“Let’s find out,” his mom replied. They started down the path. Ahead of them, Jamal could see a forest. He could see on the map that his mom had drawn a group of trees. The third X was on the other side of the trees.

“It’s this way!” Jamal shouted. “Come on!” He ran into the forest.

Olivia walked through the trees. She felt their leaves and needles. “These ones with needles are called evergreens. There are also maple and oak and ash trees. You can tell them apart by looking at their leaves.”

Jamal marveled that his mom knew so many things. Who'd have thought she knew the names of trees?

Jamal and his mom followed the trail out of the forest. They started walking up a steep hill. "It's hard to breathe up here," Jamal said. He was panting a little.

"That's the mountain air," his mom explained. "The higher we go, the thinner the air gets."

They finally reached a pile of big rocks. Farther below them, at the bottom of a cliff wall, was a river. Jamal looked at the map.

"This must be the third X," he said. "But the next X looks like it's down where that river is. How do we get to it? It must be about 20 feet down."

"Well, I guess we'll just have to climb!" Olivia said. Jamal's mouth dropped open. Then he watched his mom fearlessly start to climb down the cliff wall.

#### **Chapter 4: Supermom**

"Okay, it's your turn!" Jamal's mom called up when she reached the bottom.

"I can't do it!" Jamal called back.

"Sure you can," his mom shouted up to him. "Just lean into the wall. Feel with your feet for rocks to stand on. There are lots of holds for your fingers, too, but you should let your legs do most of the work."

Jamal followed his mom's directions. He found that if he leaned forward and moved slowly there was no danger of falling. When he reached the bottom his mom scooped him up into her arms.

"That was great!" she exclaimed. "You're a very good climber."

Jamal just shrugged, but inside he felt wonderful. "So this river is the next X?"

"That's right," his mom confirmed.

They checked the map and followed the river downstream. After a while, the river opened up into a small lake. In the middle of the lake was a wooden raft. Jamal looked at the map.

"The next X is in the center of the lake," he said. "Is it that raft?"

"It sure is. Race you there and back!" his mom shouted. She and Jamal took off their outer clothes. They rushed into the water wearing their bathing suits.

Olivia swam powerfully out to the raft. Jamal followed. He touched the raft and started back to shore. He was panting for breath when he reached the edge of the lake.

“You won,” Jamal said. “You’re a fast swimmer.”

“I’m also a lot bigger than you,” his mom said. “But you’ll be beating me soon enough!”

They dried off with towels Olivia had brought in the backpack. Then they looked at the map again.

“The final X,” Jamal said. “It looks like it’s back at the barn.”

“That’s where we’ll have our surprise,” his mom said. “And we’re just in time! It’s beginning to get dark.”

They hurried along the path marked by the dotted line. When they reached the barn, Jamal peeked inside. The barn was cluttered with bales of hay, tools, two trucks, and a lawn mower. A bunch of wooden planks were piled on top of each other.

“What’s the surprise?” Jamal asked.

His mom pulled a little bag of dry dog food out of the backpack. She tossed a handful of nuggets up into the air.

“What are you doing?” Jamal asked his mom.

“You’ll see,” Olivia said. She threw another handful up toward the sky. Suddenly, something swooped through air.

“What was that?” yelled Jamal.

His mother tossed more dog food in the air. More little creatures swooped over their heads. Then again. More food. More swooping! Finally, Jamal could see what the creatures were.

“Bats!” Jamal screamed. For a moment, he was disgusted. What if they bit him and sucked his blood? But then he looked at his mom. She was laughing and spinning around as she fed the bats. He knew he had nothing to be afraid of.

“This was my favorite thing to do when I was little,” his mom said. “For some reason, they love dog food. They spot it with their sonar and they grab it right out of the air. Here, take some and try.”

For a long while, Jamal and his mom stood in the twilight and fed the bats. Jamal thought that this was just about the most fun he had ever had.

“Well, we better get in to dinner and then hit the sack,” Olivia said. “We have a big day of horseback riding tomorrow.”

“Will you show me how?” Jamal asked.

“Of course,” his mom replied. She put her arm around him.

“Mom?” he said, looking into her face. “I think you’re pretty cool. For a mom.”

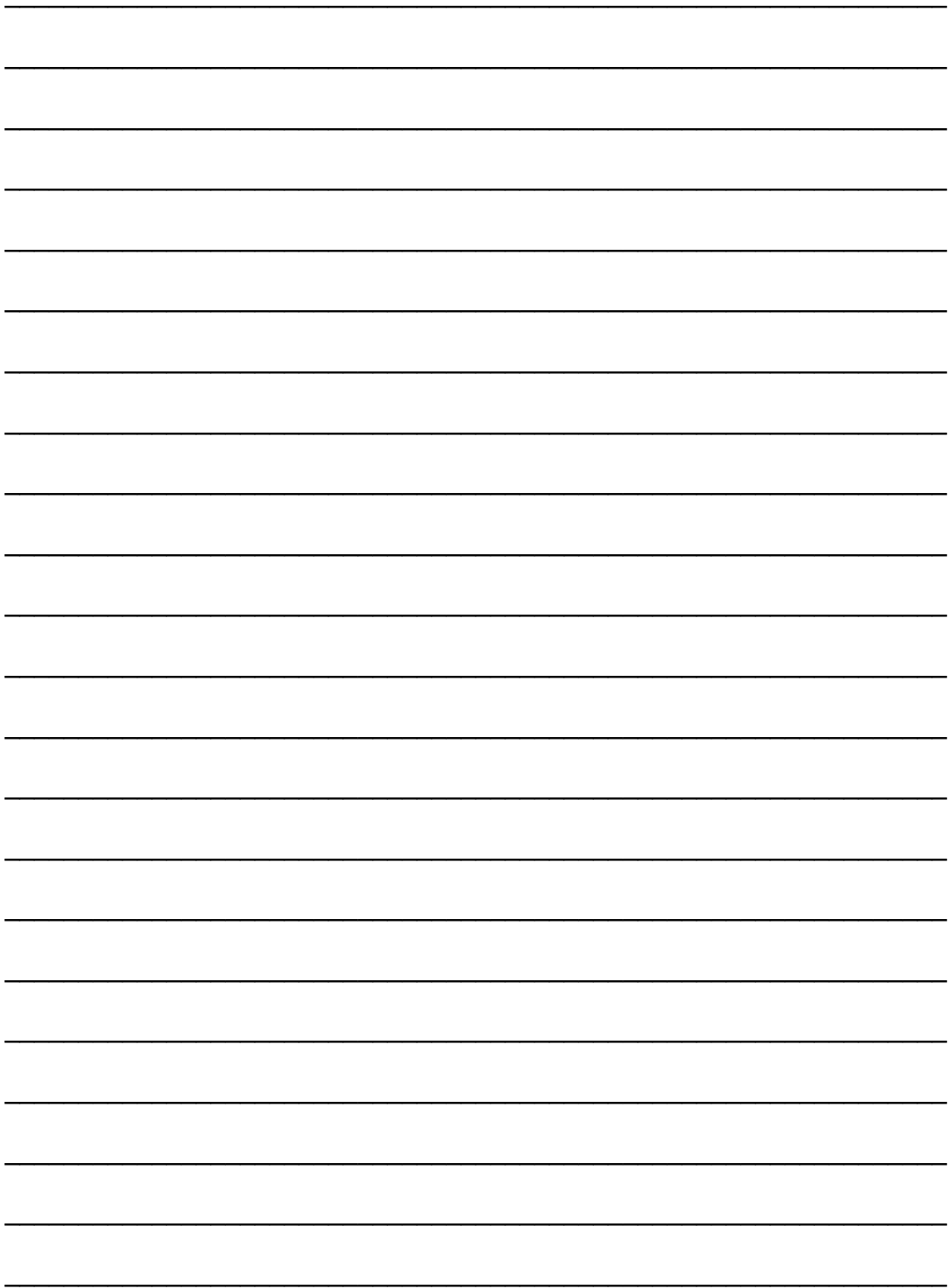
They headed back arm in arm to their little cabin. Jamal was a little bit tired. But he was not in the least bit bored.

### **Writing the Essay**

What is the lesson the author wants you to learn from this story? Use details from the story to support your answer.

When you write your essay, remember

- to show your understanding of the story
- to give examples from the story
- to use correct grammar, spelling, punctuation, and capitalization



## Response to Literature Sample Test 3

### **Directions:**

- Read the story on the following pages.
- As you read, you may mark the story or make notes. Marks and notes will not be scored.
- After reading the story, you will be given directions to write an essay. You will have time to read, plan your essay, and write a first draft with edits.
- You may reread or go back to the story at any time during the test.
- Only what you write on the lined pages in this booklet will be scored.
- Use only a No. 2 pencil to write your essay.

### **Scoring:**

Your writing will be scored on how well you

- show your understanding of the story
- give examples from the story
- use correct grammar, spelling, punctuation, and capitalization

### **Feathers in the Wind** **A Yiddish Tale**

Long ago in a tiny town, there lived a woman named Mina who loved to talk. Mina conversed with friends and neighbors. She chatted with shopkeepers and strangers in the street. She even talked to the birds in her garden. It wasn't that Mina was lonely. She had plenty to do and many people to visit. No, Mina just liked to hear her own voice over, and over, and over again.

And what did Mina talk about? She talked about the weather. She talked about the flowers she planted. She talked about how she was feeling and about her shoes that were always too tight. But most of all, Mina talked about other people. You see, Mina loved to spread gossip, and everyone in Mina's tiny town knew it!

"That Basha," Mina told the town baker. "He never buys new clothes. He gets all his shirts and pants from his brother. I know for sure because he's my neighbor. You can take my word on it!"

"That Yankel," Mina told the clothing shop owner. "He may be the best baker around, but he charges far too much for his bread. My sister says the

baker in the next town charges a lot less. I know for sure. You can take my word on it!”

And when she went to see the butcher, she told him, “That Golda. She’s been a shopkeeper for years, but I think she cheats her customers. Why, I recall that just last week she charged a customer double for a pair of socks. I know for sure. You can take my word on it!”

And on and on it went. Mina had a story to tell about everyone in town, and she was willing to share her opinion about others with anyone she met. Why couldn’t Mina just mind her own business? Things got so bad that people started to avoid her. They would scurry away when they saw her coming down the street!

When the townspeople had heard enough of Mina’s stories, they complained to Mrs. Singer, the wisest woman in town.

“She says my clothes are hand-me-downs!” said the neighbor.

“She says my bread costs too much!” complained the baker.

“She says I cheat my customers!” cried the clothing shop owner. And so it went, on and on and on.

“Send her to me,” said Mrs. Singer. “I’ll see what I can do.”

When Mina arrived at the wise woman’s door, Mrs. Singer invited her in and sat her down with a cup of tea.

“Mina,” said Mrs. Singer. “Your silly stories have distressed everyone in town. Instead of spreading hurtful gossip, you should find another way to communicate with others.”

“Hurtful!” cried Mina. “How can my words be hurtful? Surely words can’t do any more harm than feathers in the wind.”

“Is that so?” asked Mrs. Singer. “Let’s find out. Go home and get your biggest feather pillow. Fluff it up. Then take your sharpest scissors and open up the pillow at the top. When you’re done, bring the pillow to me. Then we’ll talk some more.”

Mina did as the wise old woman said, but on her way back to Mrs. Singer’s home, she had a problem. The wind blew the feathers out of the pillow and scattered them all over the town.

“Where are the feathers?” asked Mrs. Singer when Mina returned.

“They blew all over town!” cried Mina.

“Well, go and gather them up,” said Mrs. Singer. “When you are finished, we’ll talk some more.”

As the townspeople watched, Mina rushed around town stuffing feathers back into the pillowcase. But by the end of the day, the pillowcase wasn’t even half full!

“I give up!” said Mina when she went back to Mrs. Singer’s home. “I can’t possibly gather up all the feathers.”

“That’s right,” said Mrs. Singer. “And like the feathers, your hurtful words blow all over town. You never know who will hear them or what they will think. And the words can never be retrieved again.”

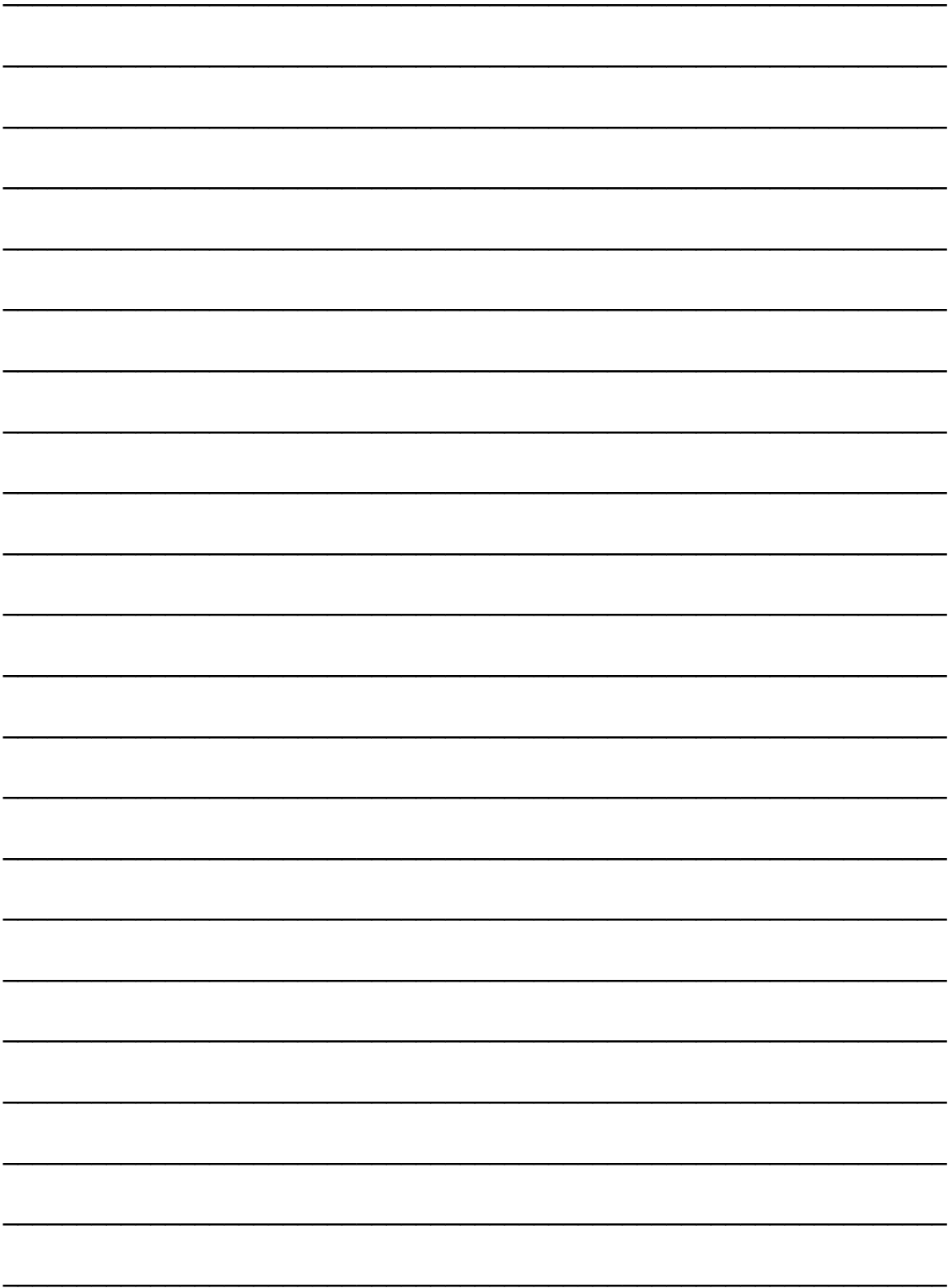
Finally Mina understood the power of her words. As she walked home that evening, she began to regret the gossip she had spread. From that day on, she spoke kindly about others. And the only stories she told were funny stories about herself.

### **Writing the Essay**

Why do you think “Feathers in the Wind” is a good title for this story? Use details from the story to support your answer.

When you write your essay, remember

- to show your understanding of the story
- to give examples from the story
- to use correct grammar, spelling, punctuation, and capitalization



## Response to Literature Sample Test 4

### **Directions:**

- Read the story on the following pages.
- As you read, you may mark the story or make notes. Marks and notes will not be scored.
- After reading the story, you will be given directions to write an essay. You will have time to read, plan your essay, and write a first draft with edits.
- You may reread or go back to the story at any time during the test.
- Only what you write on the lined pages in this booklet will be scored.
- Use only a No. 2 pencil to write your essay.

### **Scoring:**

Your writing will be scored on how well you

- show your understanding of the story
- give examples from the story
- use correct grammar, spelling, punctuation, and capitalization

### **Daedalus and Icarus** **A Myth from Greece**

Long ago, when Greece was home to kings and warriors, a man named Daedalus became known as the most ingenious inventor in all the land. Daedalus could make almost any device imaginable, and he was sent to use his skill at the palace of King Minos on the island of Crete. But one day Daedalus made King Minos very angry, and the king imprisoned Daedalus and his son Icarus in the palace.

Now King Minos could lock up Daedalus' body, but he could not lock up his mind. Each night when Daedalus was supposed to be working on inventions for the king, he was secretly devising a plan that would allow him and Icarus to fly away from the island of Crete forever.

Daedalus spent many hours investigating the way birds fly. He watched island birds flit from tree to tree and soar into the air. He studied the seabirds as they landed on the island and then took off again. Daedalus became an expert on birds and their wings.

As Daedalus watched the birds, he also collected their feathers. He saved feathers from the ground, and he even gently plucked some feathers from the

wings of birds that came to eat in the courtyard. Soon Daedalus had enough feathers to make wings for himself and Icarus. They would use the wings to fly away from the palace.

One evening as Icarus looked on, Daedalus started putting the wings together.

“How will you attach the feathers to each other?” asked Icarus.

“Just watch, my son,” said Daedalus. And he arranged the feathers in overlapping rows and sewed them together with needle and thread. Then he used wax to make sure the feathers would hold tight. When he was finished with each wing, it was perfect.

That night when everyone else in the palace was sleeping, Daedalus and Icarus went out to test their new wings.

“Watch me, Father,” cried Icarus in an excited voice. “I’m flying!” Then he soared high into the sky.

“Icarus!” cried Daedalus. “Be careful! We don’t know how sturdy the wings are yet!” Icarus joined his father in a slow, careful flight, but it was hard for him to hold back his excitement.

Night after night, Daedalus and Icarus practiced flying, and Daedalus adjusted the wings after each try. One night Icarus said to his father, “I think the wings are just right now. They’re so sturdy; they’re even superior to the wings of real birds!”

“Yes,” agreed Daedalus. “The wings are ready, and so are we. We’ll leave tomorrow at dawn. But you must promise that you will obey me as we fly. We have a long way to go, and we must be careful. If we fly too low, the sea will wash over us. If we fly too high, the sun will melt our wings. Do you understand?”

“Yes, Father!” said Icarus, but he was already looking out to sea and dreaming of the adventure that awaited him.

The next morning Icarus was so excited it was hard for him to keep his wits about him. As soon as he took off into the air, he began making loops in the sky.

“Stop!” Daedalus called, but Icarus was not listening. Halfway across the sea, Icarus decided that he wanted a closer look at the waves. Down he swooped, touching the ocean foam with a finger. Then he flew up again, where he saw his father’s angry face.

“Careful!” cried Daedalus. “Fly next to me!” Icarus joined his father for a while, but then he decided to play a game with the sun.

“I wonder how close I can fly,” he thought, “without getting burned.” And so he left his father’s side and soared upward.

“Icarus, no!” cried Daedalus, but it was too late. The boy flew into the sun’s heat, and the wax on his wings melted. As Daedalus watched, Icarus’ wings fell apart and he dropped into the sea.

Daedalus searched and searched for his son, but he never found him. And even though the inventor made it to freedom, he spent the rest of his days sadly watching the sky and the sea for Icarus to return.

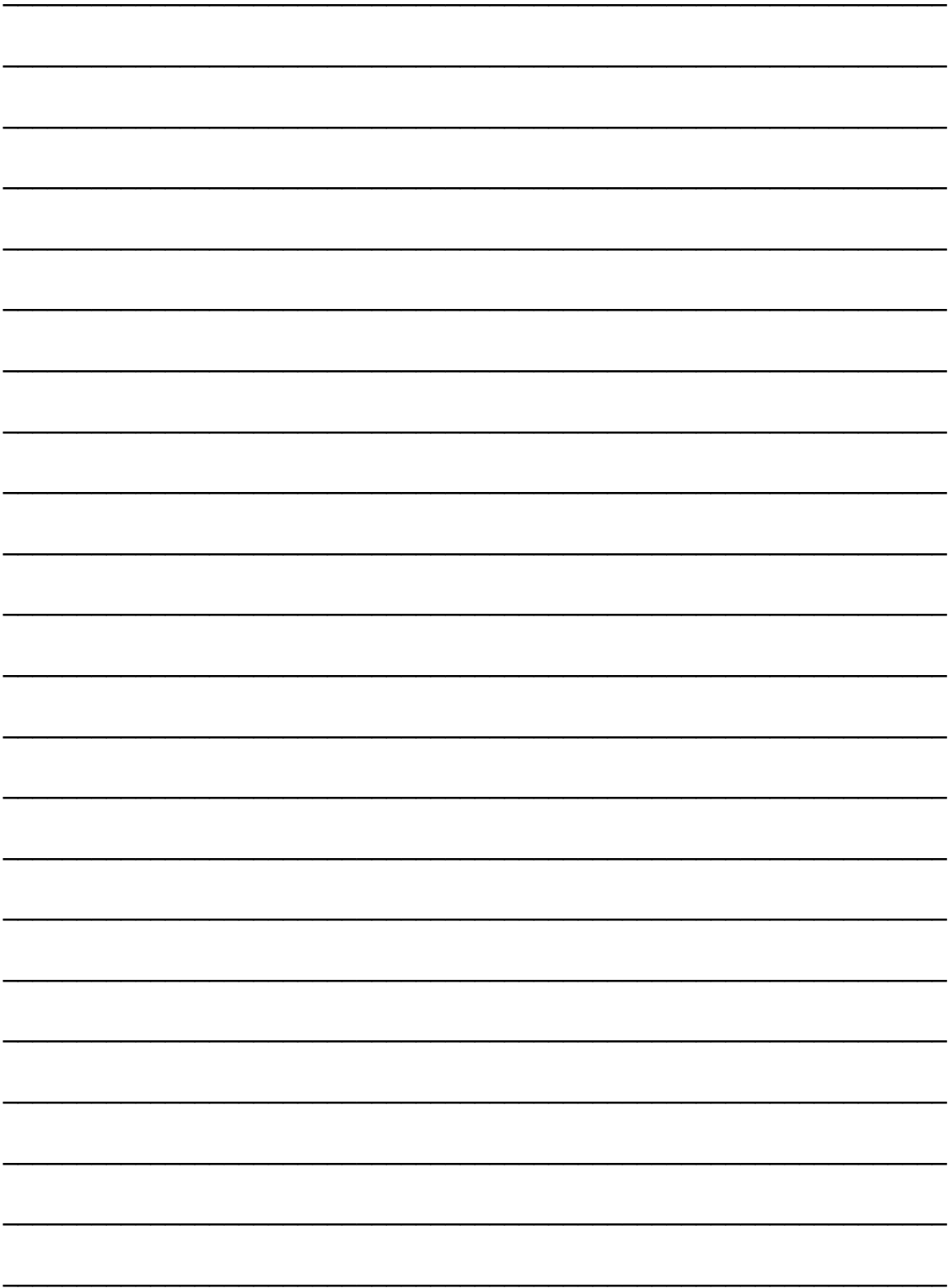
This story has been told for thousands of years. And to this very day, when someone gets hurt from trying something too difficult or grand, we say that they flew too close to the sun, just like Icarus did.

### **Writing the Essay**

Why do you think the author wrote “Daedalus and Icarus”? Use details from the story to support your answer.

When you write your essay, remember

- to show your understanding of the story
- to give examples from the story
- to use correct grammar, spelling, punctuation, and capitalization



## Summary Sample Test 1

### Directions:

- Read the story on the following pages.
- As you read, you may mark the story or make notes. Marks and notes will not be scored.
- After reading the story, you will be given directions to write an essay. You will have time to read, plan your essay, and write a first draft with edits.
- You may reread or go back to the story at any time during the test.
- Only what you write on the lined pages in this booklet will be scored.
- Use only a No. 2 pencil to write your essay.

### Scoring:

Your writing will be scored on how well you

- show your understanding of the story
- give examples from the story
- use correct grammar, spelling, punctuation, and capitalization

## Hurricane Helpers by Marc Gave

### Introduction

Winds scream. Rain pelts down. Buildings shudder. Trees sway back and forth. Branches break off. It's a hurricane!

You've probably seen pictures or images of hurricanes in a newspaper or on TV. What makes a storm a hurricane?

A hurricane is a storm with very strong winds and heavy rain. It starts over warm waters in an ocean. The storm might take the shape of a circle or an oval. It can be 400 miles (640 km) wide.

How do people prepare for them? How do "hurricane heroes" do their work? They do their jobs in offices and shelters. They are important before, during, and after a big storm. They help save lives.

## Chapter 1: Predicting

How do people find out if a bad storm is coming?

Air Force pilots called hurricane hunters fly into the **eye of the storm**. They use the latest **technology** to get information about the storm. They follow the storm's path. Then they send this **data** to the National Hurricane Center in Miami, Florida.

Scientists at the center use the data the pilots have gathered. They also use data they have kept from past storms. They know that almost all hurricanes start between June and November. They know that the worst month is September. They have maps that show where storms have traveled. From those, they predict where a new storm will move.

The National Weather Service sends out reports 24 hours a day. People hear the reports over a special radio signal. The radio sounds an alarm if a bad storm is coming.

Police, state troopers, and people who set up shelters also help people escape from danger.

## Chapter 2: Preparing

FEMA is a U.S. government agency. During a hurricane watch, FEMA workers help people get ready for the storm. They explain what to do before the storm hits. They tell people if they need to leave their homes and go to a shelter. This safe place is usually on higher ground or in a building that can stand up to the storm.

The American Red Cross is another important group during a hurricane emergency. Red Cross workers set up shelters for people who have fled their homes due to a **disaster**. Red Cross workers also hand out food and blankets and provide medical care.

## Chapter 3: Rescuing

Some rescue workers help patrol the streets during a hurricane. If there is a lot of flooding, they travel in boats. They help people who get caught in their cars in the middle of a flooded street. They help others who are stranded in houses flooded with water.

During a storm, a tree may fall and hurt someone. Others that are blowing around can hit a person too. People may be trapped in fallen buildings. FEMA workers from around the country are called on to help. They come to the rescue as soon as they can.

A FEMA task force has 62 well-trained **specialists**. Some are doctors who are there to help anyone who is injured during the storm. Some are engineers who can tell if a building has weakened and might fall. Some are searchers who may use boats or even helicopters to find missing people.

## **Chapter 4: Repairing**

After a storm, many people return home numb with shock. Their houses may be gone. What is left may be a mess and in need of a lot of repair. Wind and rain may have ruined clothes and furniture. Businesses may have lost their goods. It can cost millions of dollars to replace these things. Who helps people get their lives back together again?

FEMA workers spring into action again. They sit down with families and listen to their stories. Listening helps them know how they can help. The government will loan money to families so they can fix up their homes.

All kinds of workers help the people get what they need to go on with their lives. Others fix phone lines. Workers patch up roads. They rebuild walls to prevent floods. They test the water supply to make sure it is safe.

## **Conclusion**

There are all kinds of hurricane heroes. Some of them help people prepare for the storm. Others help during and after the storm.

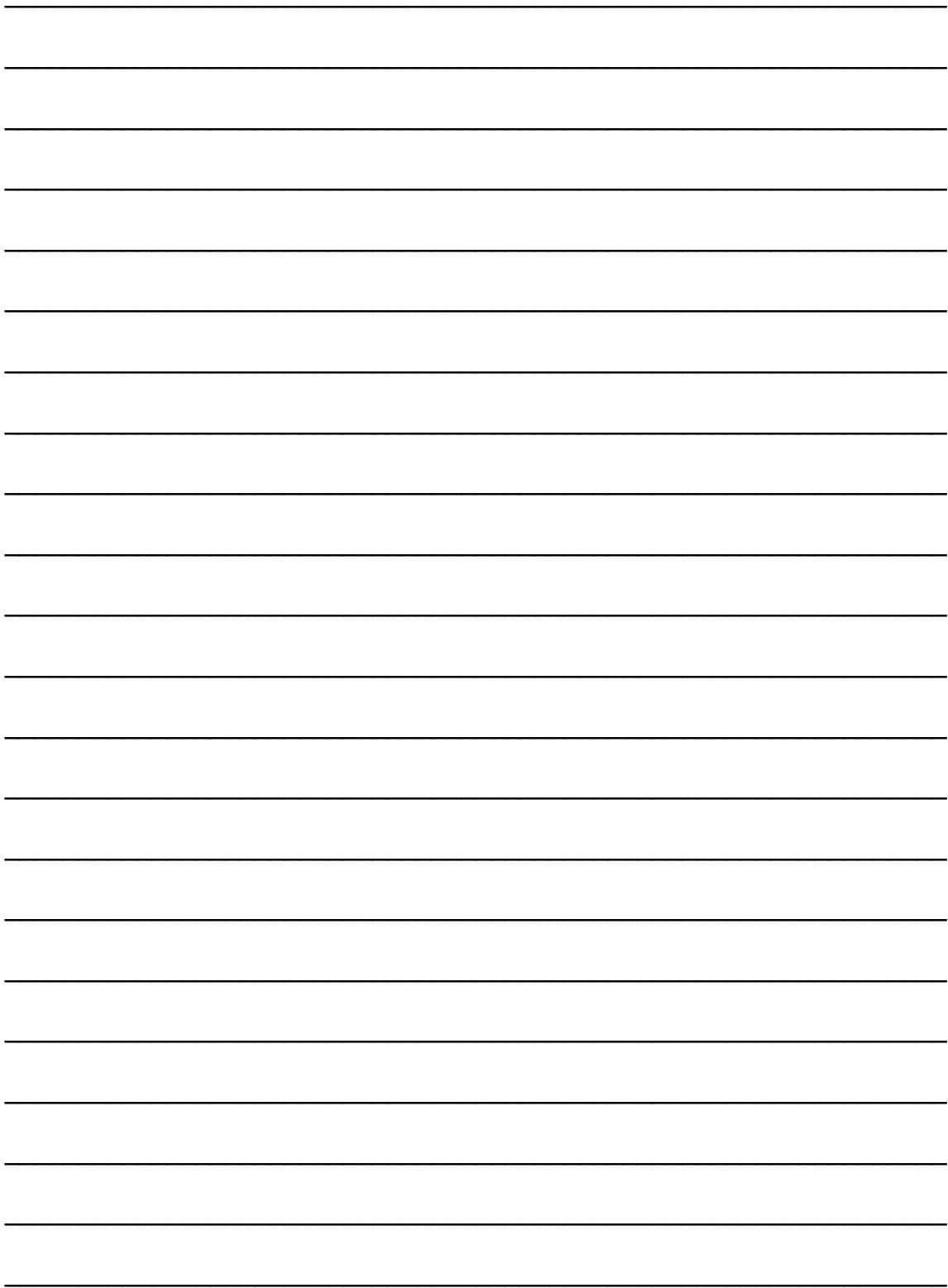
Think about this: How would people get along in a hurricane without these heroes?

### **Writing the Essay**

Write a summary of the selection.

When you write your summary, remember

- to show your understanding of the selection
- to give examples from the selection
- to use correct grammar, spelling, punctuation, and capitalization



## Summary Sample Test 2

### Directions:

- Read the story on the following pages.
- As you read, you may mark the story or make notes. Marks and notes will not be scored.
- After reading the story, you will be given directions to write an essay. You will have time to read, plan your essay, and write a first draft with edits.
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- Use only a No. 2 pencil to write your essay.

### Scoring:

Your writing will be scored on how well you

- show your understanding of the story
- give examples from the story
- use correct grammar, spelling, punctuation, and capitalization

### Against the Wind: James H. Banning by Barbara Spilman Lawson

#### Introduction

In the late 1800s, people in Europe and the United States began to design and build aircrafts. In Germany in 1891, Otto Lilienthal (LIL•yuhn•tahl) built a glider that could coast through the air without using an engine. Lilienthal was the first man to fly and land safely. But he didn't fly very far.

In 1903 Wilbur and Orville Wright built an airplane with an engine. They became the first people to fly a power-driven aircraft safely. Flight became safer and more popular after the Wright Brothers' first flight. Many people dreamed of becoming pilots. James Banning was one of them.

Banning knew that learning to fly was not going to be easy for him because of racial **segregation**. Blacks and whites usually attended separate schools, ate in separate restaurants, and drank from separate water fountains. There were many people who did not think African Americans should have the opportunity to be pilots. But James Banning was determined.

## **Chapter 1: The Early Years**

James Banning was born in the **territory** of Oklahoma in 1899. His parents, like many other formerly enslaved people, had moved there after the Civil War. The Homestead Act allowed them to claim 160 acres of land to farm. They hoped they would have better lives far from the places where they had worked as captives.

There were no public schools near the Bannings' home, so the family built a school on its land. The Banning-children studied there. Children from other farms also attended school on the Banning farm.

James was a good student. He did well in math and enjoyed reading, especially books on cars and how they worked. When he wasn't in class, James liked working on the family's farm equipment. He also liked repairing the family car.

In 1916 James entered high school in the town of Guthrie. He continued working on machines. While James was in high school, World War I broke out in Europe. In 1917 the United States joined forces with many countries in a war against Germany, Austria-Hungary, and Turkey. Many young Americans were sent overseas to fight in the war.

### **James Continues His Education**

World War I was the first time that airplanes were used in combat. The Germans had many airplanes. The United States knew that they would need to build more planes if they were going to win the war. The U.S. Army assembled a crew of expert pilots called "**flying aces**" to help defeat the Germans.

James read about what was happening in Europe. He read the headlines and stories about the flying aces. Maybe his dreams of flying started with these stories. But in those days, he was thinking about his education.

James felt assured that he would do well in college if he had the chance. Most colleges in the United States were for whites only. However, there were some colleges for African Americans and a few colleges that admitted all qualified students.

James worked hard and graduated from high school in 1919. Later that year, he was accepted to Iowa State College in Ames, Iowa. James knew that his parents needed him to help on the farm. But he hoped that there would be a way for him to go to college.

### **An Interest in Airplanes**

James's parents rented their farm to another family and moved with James to Ames, Iowa. James studied hard in college. To make money, he repaired cars in his parents' garage. Despite this busy schedule, James set out to learn all he could about airplanes.

Iowa is a state with flat land and wide, open spaces. It is a perfect place for flying. Iowa county fairs featured **barnstormers**, pilots and performers who did tricks in the air. Sometimes many pilots performed together as an “air circus.” People applauded as the planes spun, looped, and made daring climbs straight up into the sky.

In 1920 James went to an air circus. Stanley M. Doyle, a World War I pilot, was one of the flyers that day. James paid five dollars to take a 45-minute ride with Doyle. When the ride was over, James was certain that he wanted to become a pilot.

## **Chapter 2: The Pilot Years**

His auto-repair business was so successful that James didn't have enough time to study. He needed the money so he dropped out of college. In 1921 he officially opened “J. H. Banning's Auto Repair.”

James didn't give up his dream of becoming a pilot. He knew that there were several African American pilots. One was Eugene Bullard, an African American who flew for the French during World War I. The other was Bessie Coleman, who had earned her license in Europe.

### **James Learns to Fly**

James decided it was time to take flying lessons. However, no flight school would accept African American students. James did not let that stop him. In 1924 he met World War I flying ace Raymond C. Fisher. Fisher agreed to give James private lessons. James was thrilled to get the chance to fly.

In 1926 James Banning became the first African American pilot licensed in the United States. He had saved up enough money to buy his own plane. The plane he purchased was a Hummingbird. James decided to call his plane *Miss Ames* in honor of Ames, Iowa. James became a barnstormer. He performed all over the country.

In 1929 James became the chief pilot of the Bessie Coleman Aero Club. This was a flying school for African Americans named in honor of the first African American female pilot in the United States. The club was made up of talented African American pilots. James Banning was the most experienced pilot of them all.

In the early years, pilots did not have special equipment to guide them through bad weather. They had to fly by **dead reckoning**. This means they figured out where they were based on **landmarks** on the ground, how long they'd been in the air, and how fast they were flying.

## The Flying Hobos

In 1929 the **Great Depression** hit the nation. It was during this difficult time that James Banning decided to do something he'd wanted to do for a long time. He decided to become the first African American pilot to fly across the country.

James needed another plane for this trip. He found one that had been used in World War I. He bought it for \$450. James realized he could not make the trip on his own, however. He needed a top-notch **mechanic** to go with him. Mechanic Thomas C. Allen agreed to fly with James.

Getting money for such a record-breaking trip was hard during the Depression. None of their friends or family members had enough money to help James and Thomas. And companies did not want to **sponsor** them.-

But James and Thomas had a plan. They would make the trip without money from sponsors. On September 18, 1932, they flew from Los Angeles. They had just \$100 with them. They called themselves the "Flying Hobos."

James and Thomas did not make one long flight to New York. The plane would not have been able to do that. Instead, they flew a short distance and then landed. They ate and slept with black families along the way. With this plan, they would not have to be concerned about planning for hotels or restaurants.

Word spread about the Flying Hobos. People rushed to meet them when they landed in their towns. Seeing the two men attempting such a feat during the Great Depression gave people joy and hope.

## Chapter 3: Aviation Hero

The Flying Hobos continued to hop across the country. Newspapers reported the Hobos' adventures as they traveled from the West to the East.

As James and Thomas reached St. Louis, Missouri, the plane's engine began to feel unstable. The Flying Hobos landed their plane. Students from a nearby school helped James and Thomas take apart the engine and locate the trouble. The **engine valves** needed replacing. An instructor from the school brought new valves. Soon the Hobos were back in the air.

## Success!

In Pittsburgh, James and Thomas met Robert Vann. Vann was campaigning for presidential candidate Franklin D. Roosevelt. Vann came up with an idea to help the campaign as well as the two **aviators**. He gave James thousands of **campaign flyers**. James dropped the flyers from his plane between Pittsburgh and New York. In return, Vann paid for the Hobos' trip home.

On Sunday, October 9, 1932, James and Thomas landed on Long Island. Many people were waiting to congratulate them. It had taken the Flying Hobos three weeks to cross the country. The actual time in the air was less than 42 hours. James and Thomas were greeted as heroes in New York City.

## Conclusion

On February 5, 1933, James Banning attended an air show in San Diego, California. The head of the show would not give James an airplane to fly. He did not think James was a capable pilot, in spite of his cross-country flight.

James climbed into the back of another pilot's plane to ride along as a passenger. The pilot knew what James had accomplished. He decided to try to impress his passenger. The pilot pulled the plane into a steep climb, but the plane stalled in the air. Then it crashed to the ground. Hundreds of people witnessed the crash. James Banning was rushed to the hospital, but died soon after.

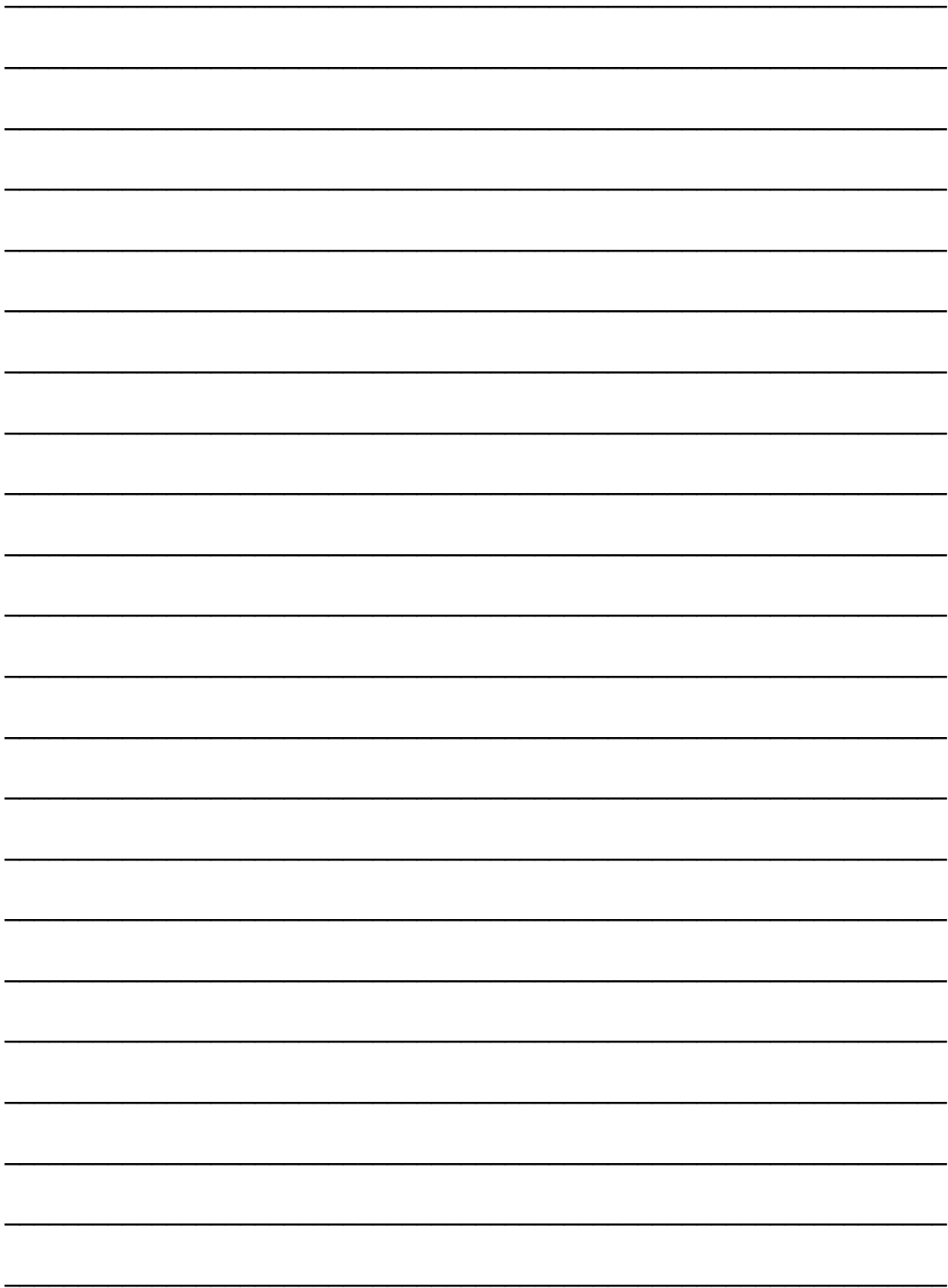
James Banning was only 33 years old when he died. Yet we remember him as a kind of pioneer. James showed that **prejudice** could not hold him back. He proved that with determination, education, and courage, people can achieve their dreams.

### Writing the Essay

Write a summary of the selection.

When you write your summary, remember

- to show your understanding of the selection
- to give examples from the selection
- to use correct grammar, spelling, punctuation, and capitalization



## Summary Sample Test 3

### **Directions:**

- Read the story on the following pages.
- As you read, you may mark the story or make notes. Marks and notes will not be scored.
- After reading the story, you will be given directions to write an essay. You will have time to read, plan your essay, and write a first draft with edits.
- You may reread or go back to the story at any time during the test.
- Only what you write on the lined pages in this booklet will be scored.
- Use only a No. 2 pencil to write your essay.

### **Scoring:**

Your writing will be scored on how well you

- show your understanding of the story
- give examples from the story
- use correct grammar, spelling, punctuation, and capitalization

### **The Case of the Missing Scarf by Meish Goldish**

#### **Chapter 1: On the Case**

Todd's mother had a problem. "I've lost my favorite white scarf," she said. Todd wanted to help her find it. He searched under tables and behind chairs. He looked in closets and under the beds. He didn't see the scarf anywhere.

Todd wasn't worried, however. He was an experienced detective. He had solved many cases in the past. Once he found his father's lost baseball cap behind an old paint can in the garage. Another time he found his mother's keys among the leaves of a houseplant. In fact, Todd had solved every case he ever worked on. He thought he could complete this assignment too.

Todd took out his handy detective note pad and pen. He asked his mother several questions, as any good detective would. "When did you last wear the scarf?" he asked. "Do you remember taking it off? Where did you last see it?"

Todd took notes as his mother replied. "I put on the scarf this morning when I got dressed," she said. "After breakfast, I went up to the attic to get some

blankets. Then I walked to the park and back. Later I drove to the drugstore. After I got home, I realized my scarf was missing.”

Now Todd knew just where to begin his search. He led his mother up to the attic. As he looked for the scarf, he sneezed several times. His allergies were acting up because of the dust in the attic. His mother handed him a tissue.

“I wear the scarf a lot,” she said. “In fact, you could find it by the smell of my perfume.” Suddenly she had an idea. She left the room and soon returned with a perfume bottle. “Here, smell this,” she said to Todd. “This is what my scarf smells like.”

Todd sniffed the bottle several times. However he couldn’t smell the perfume because his nose was badly stuffed. He considered what to do next. His mother had said she walked to the park earlier. So Todd decided to go to the park to continue his search. Maybe he would find the white scarf there. But if he couldn’t smell it, then how could he be sure he found the right one? Todd knew a good detective had to be sure about everything.

## **Chapter 2: An Extra Nose**

After some more consideration, Todd had an idea. “I’ll use the help of a special four-legged friend,” he said.

Todd walked next door to his neighbor Mrs. Rose. She owned a pet bloodhound named Nosey. She called him that because bloodhounds have an excellent sense of smell. “Good afternoon, Mrs. Rose,” Todd said. “May I please borrow Nosey for a little while?”

“Of course, you may,” Mrs. Rose said with a big smile. “Todd, are you working on one of your detective assignments?” Todd smiled back and nodded his head.

Mrs. Rose went to her backyard and returned with Nosey. The dog licked Todd’s hand. The two always got along very well. Todd thanked Mrs. Rose. Then he led Nosey home. His mother was standing by the front door.

“Mom,” Todd called, “please bring out your bottle of perfume.”

Todd’s mother brought out the bottle. Todd put it under Nosey’s nose. The dog sniffed several times. “Good boy,” Todd said, petting the bloodhound.

Todd then turned to his mother. “Mom,” he said, “Nosey now knows what your scarf smells like. If he’s attracted to a white scarf in the park, then that evidence will prove it’s yours.”

Todd walked Nosey to the park. Todd led Nosey all around the area. At first the bloodhound was very quiet and even seemed bored. Then, suddenly, Nosey raced to a tree and began to bark loudly. Todd ran quickly to keep up. He hoped that Nosey had found the white scarf.

Todd looked around the tree but saw no scarf. Instead Nosey was barking at two squirrels that were running up and down the tree trunk. "A fine bloodhound you are!" Todd laughed.

The two continued their walk. Along the way, Nosey sniffed the grass and the flowers. He sniffed the benches and the swings. He sniffed everything in sight.

Suddenly Nosey grew excited again. He ran to a small pond and barked loudly. Todd quickly followed. He hoped to find his mother's scarf there. Instead he saw Nosey barking at a family of ducks.

"Another false alarm," Todd sighed. He left the park with Nosey. But he wasn't about to give up. Todd was sure he could find the missing scarf.

### **Chapter 3: What a Mess!**

Todd took out his detective pad and read over his notes. His mother had been to the drugstore after coming back from the park. So Todd headed to the drugstore with Nosey to continue his search.

At the store, Todd saw a big sign in the window. It said "No Pets Inside." Since Nosey wasn't allowed in the store, Todd would have to keep him outside. He saw a parking meter on the sidewalk. He tied Nosey's leash to the pole.

Todd petted the dog, and Nosey licked his hand. "You stay here while I look for the scarf in the store," Todd said.

Todd entered the drugstore. A clerk stood behind the counter. "Excuse me," Todd said, "do you happen to have a white scarf here?" The clerk pointed to aisle 6.

Todd was excited as he walked down the aisle. He hoped he would find his mother's scarf there. However, all he saw on the shelves were new scarves for sale.

Todd returned to the clerk. He said, "I'm sorry, but I didn't make myself clear before. What I meant was, did you find a white scarf that was lost here earlier?" The clerk checked a lost-and-found box behind the counter. He shook his head.

Todd considered what to do next. Suddenly, he heard a loud crash and a dog barking in the next aisle. Todd immediately became suspicious. He thought it sounded like Nosey's bark. Sure enough, he found Nosey at the perfume display. The dog had gotten loose from the parking meter and run into the store. He was sniffing perfume bottles that had fallen to the floor. Todd tried to pull the dog away.

The store clerk was very unhappy. "Dogs are not allowed in this store," he said in a strict voice. "Just look at the mess he's made. Please take your dog outside this minute!"

With great effort, Todd finally managed to pull Nosey away. The clerk was still quite upset. Todd tried to make things better with a joke. "Well, at least Nosey didn't consume the cookies in the next aisle," he said. The clerk didn't even smile.

#### **Chapter 4: A Surprise Discovery**

Todd led Nosey out of the store. He was glad to be outside again, but he was too upset to walk home. He saw a pay phone and called his mother. He asked her to pick him up.

As he waited, Todd considered what to do next. He had already checked out the attic, the park, and the drugstore. Those were the only places his mother said she had been that morning. So where else might her white scarf be?

A few minutes later, Todd's mother drove up. Todd put Nosey into the back seat of the car, then got in next to his mother. He began to tell her what happened in the store. Suddenly Nosey started to bark loudly. He leaped over the front seat and sniffed the glove compartment. Todd opened it and laughed.

"Mom, guess what's here!" he said, pulling out her white scarf.

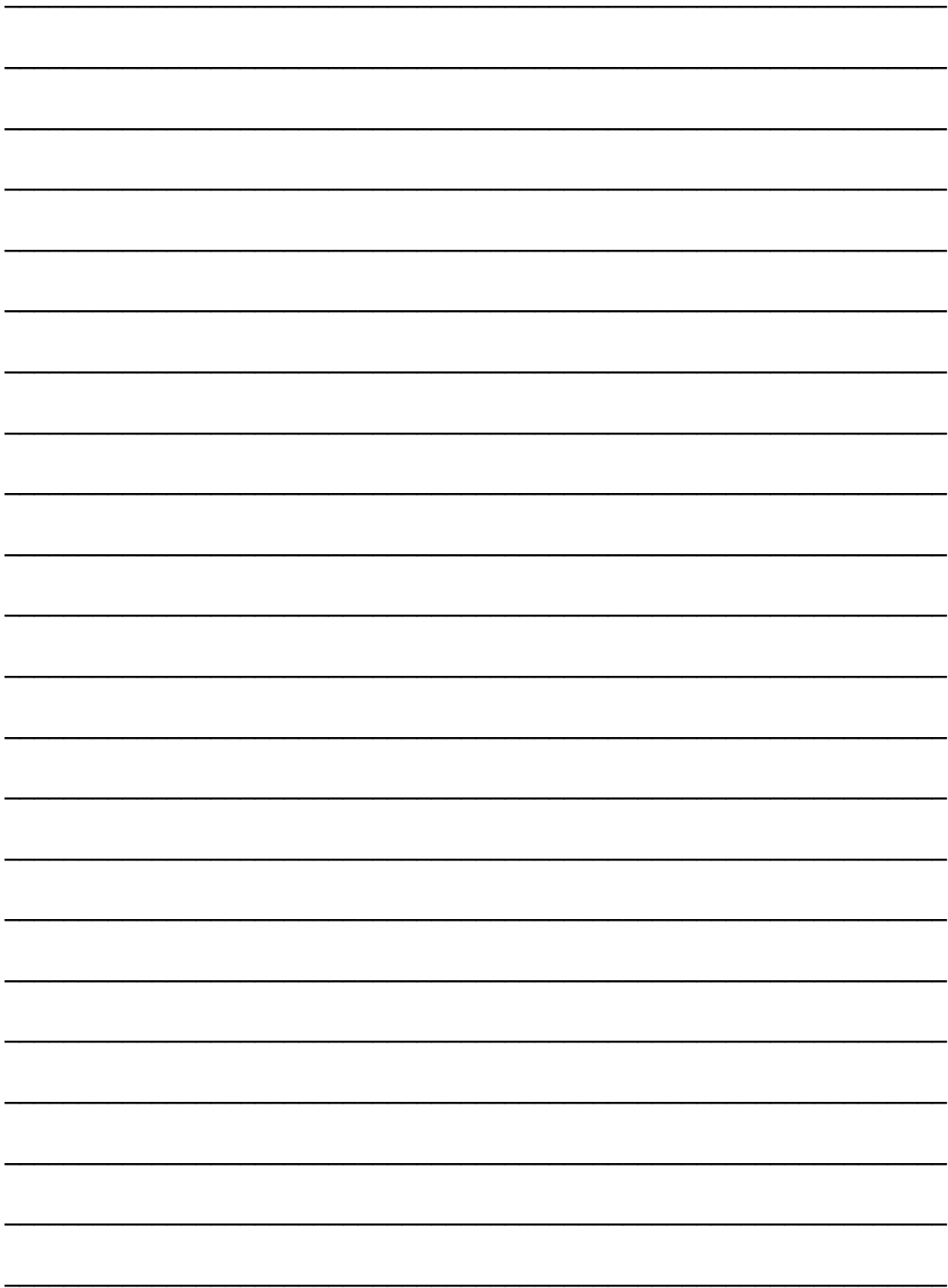
Todd's mother felt embarrassed, and her face turned red. "Now I remember what happened!" she cried. "When I drove home this morning, my scarf fell onto the front seat. I tossed it in the glove compartment. I completely forgot about it after that." Then she added, "Todd, you will never be accused of failing an assignment. You're the best detective ever!"

## **Writing the Essay**

Write a summary of the selection.

When you write your summary, remember

- to show your understanding of the selection
- to give examples from the selection
- to use correct grammar, spelling, punctuation, and capitalization



## Summary Sample Test 4

### Directions:

- Read the story on the following pages.
- As you read, you may mark the story or make notes. Marks and notes will not be scored.
- After reading the story, you will be given directions to write an essay. You will have time to read, plan your essay, and write a first draft with edits.
- You may reread or go back to the story at any time during the test.
- Only what you write on the lined pages in this booklet will be scored.
- Use only a No. 2 pencil to write your essay.

### Scoring:

Your writing will be scored on how well you

- show your understanding of the story
- give examples from the story
- use correct grammar, spelling, punctuation, and capitalization

### Ming's Teacher A Tale from China

Long ago, in a remote village in China, there lived a very wise man named Chung. He was renowned for his extraordinary ability to train dogs. Why, he could teach a dog to do virtually anything! Dogs of every type and disposition responded to Chung's kind but firm methods.

One day, Chung went to the town square with one of his gifted dogs. Children squealed, "Show us what your dog can do!" One boy in particular—a boy named Ming—watched Chung intently.

Chung held the dog's gaze for a moment. Then he nodded and proceeded to hum a lively tune, while tapping his foot. The dog's response was astonishing. She sprang up on her hind legs and danced, in perfect time to the beat. Chung rewarded the dog with a small treat from his pocket and showed his approval. Everyone applauded in appreciation. The dog bent her head, as if taking a bow.

More than anything, Ming wanted to learn to train dogs the way Chung did. Ming thought to himself, "Many times I have seen what Chung does. I think I

could teach a dog to perform like that. How hard can it be?" Ming decided to find out.

Ming sought out a scruffy stray dog that he had seen wandering around the town. He took him home and named him Lee.

Ming held the dog's gaze and then nodded. "Dance for me, Lee!" commanded Ming in a loud voice. Ming hummed a tune and tapped his foot as he had seen Chung do. Lee looked up at the boy with confusion. "Dance, Lee! Come now, foolish dog!" But Lee detected the anger in Ming's voice, and he ran to hide behind a tree.

Ming tried again and again, but the result was always the same. No matter what Ming did, it seemed impossible for the dog to acquire the amazing talents that Chung's dog had.

Ming was frustrated. He had followed Chung's technique exactly. "Maybe I don't have Chung's knack for training dogs," he said. Ming thought perhaps the master could be of assistance. Ming brought Lee and set out to find Chung to ask for some advice.

"Master," said Ming. "I have been watching you for a long time. Dogs always obey you. This dog, however, ignores everything I say. What am I doing wrong?"

"My son," replied the wise man, "you want this dog to do many things for you, but I ask you this: What have you done for the dog? Are you kind to him? Are you patient? Do you reward him when he does well? Have you earned his trust?"

Ming considered Chung's questions carefully. Then his eyes widened with understanding. "I understand!" said Ming. "Thank you, my teacher."

Ming returned home with Lee. From that moment on, he always spoke kindly to the dog and petted him often. He played with Lee, instead of always asking Lee to perform. He fed him rice and gravy. Soon Lee was following Ming wherever the boy went. Ming had shown himself to be dependable, and the dog trusted him.

Weeks passed. Then one day, Ming took Lee to the town square. The village children gathered to watch. Ming stroked Lee's head and smiled at him. He held the dog's gaze for a brief moment and then gave a quick command. Lee responded immediately and held out his paw as if to shake hands. At another command, the dog rolled over. As Ming rewarded the dog with a treat, the children clapped in delight. And a smiling Chung joined in the applause.

"You have learned much, my son," said Chung. "You must give first before you receive. It is this way with all creatures in the world."

## **Writing the Essay**

Write a summary of the selection.

When you write your summary, remember

- to show your understanding of the selection
- to give examples from the selection
- to use correct grammar, spelling, punctuation, and capitalization

