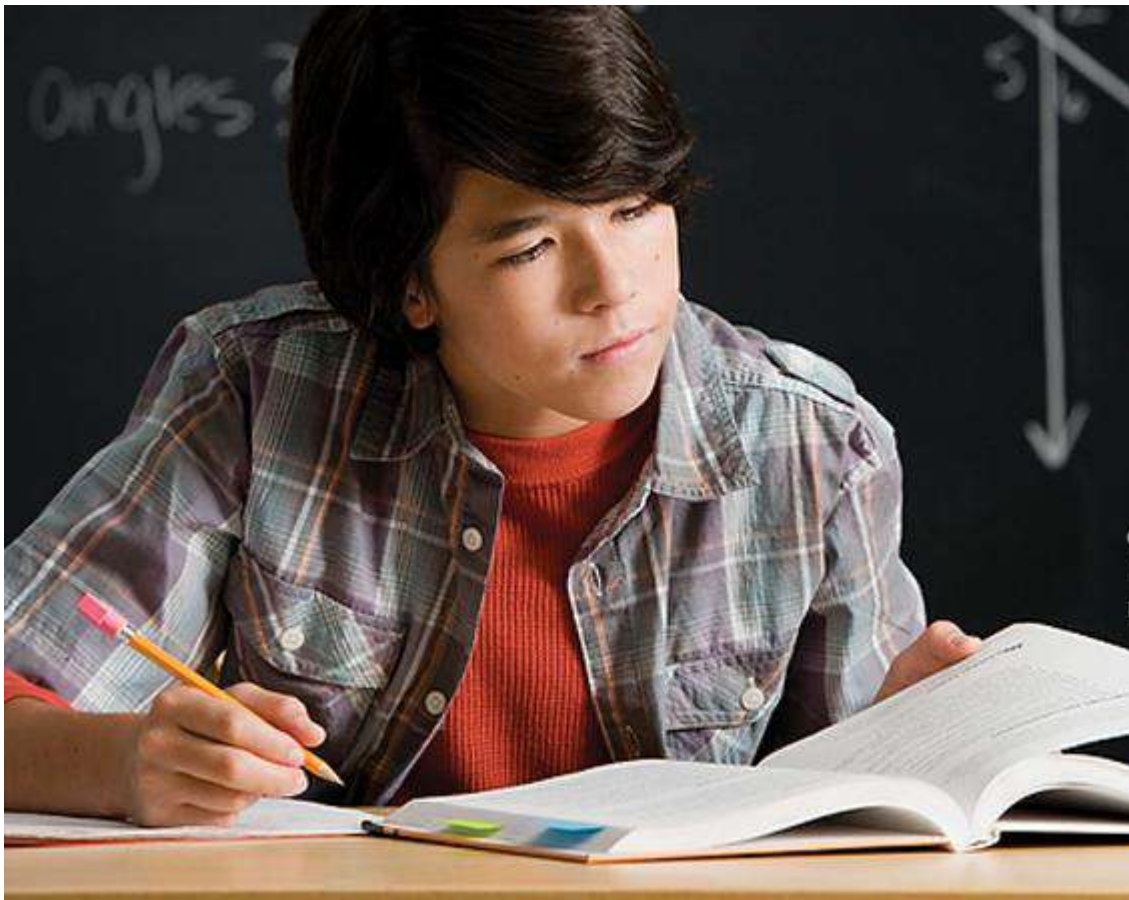


NAEP 2011

Released Reading Items Grade 4



National Assessment of Educational Progress (NAEP)

NAEP is the largest nationally representative assessment of what America's students know and can do. Assessment results are widely discussed in the press and are used by policymakers, educators, and researchers to make decisions about education policy and funding.

This booklet includes released examples of actual NAEP items from the grade 4 assessment. Educators can review these items and use them in their classrooms in order gain a better understanding of the assessment and to evaluate how their students would perform on NAEP.

If you have any questions or comments regarding NAEP or would like to view previous report cards, please visit the NAEP website at <http://nces.ed.gov/nationsreportcard>. Also available through the website is the NAEP Questions Tool (<http://nces.ed.gov/nationsreportcard/itmrlsx>) which allows you to review additional sample questions with sample answers.

Duncan G. Smith
NAEP State Coordinator
Delaware Department of Education
dsmith@doe.k12.de.us

The Reading Assessment

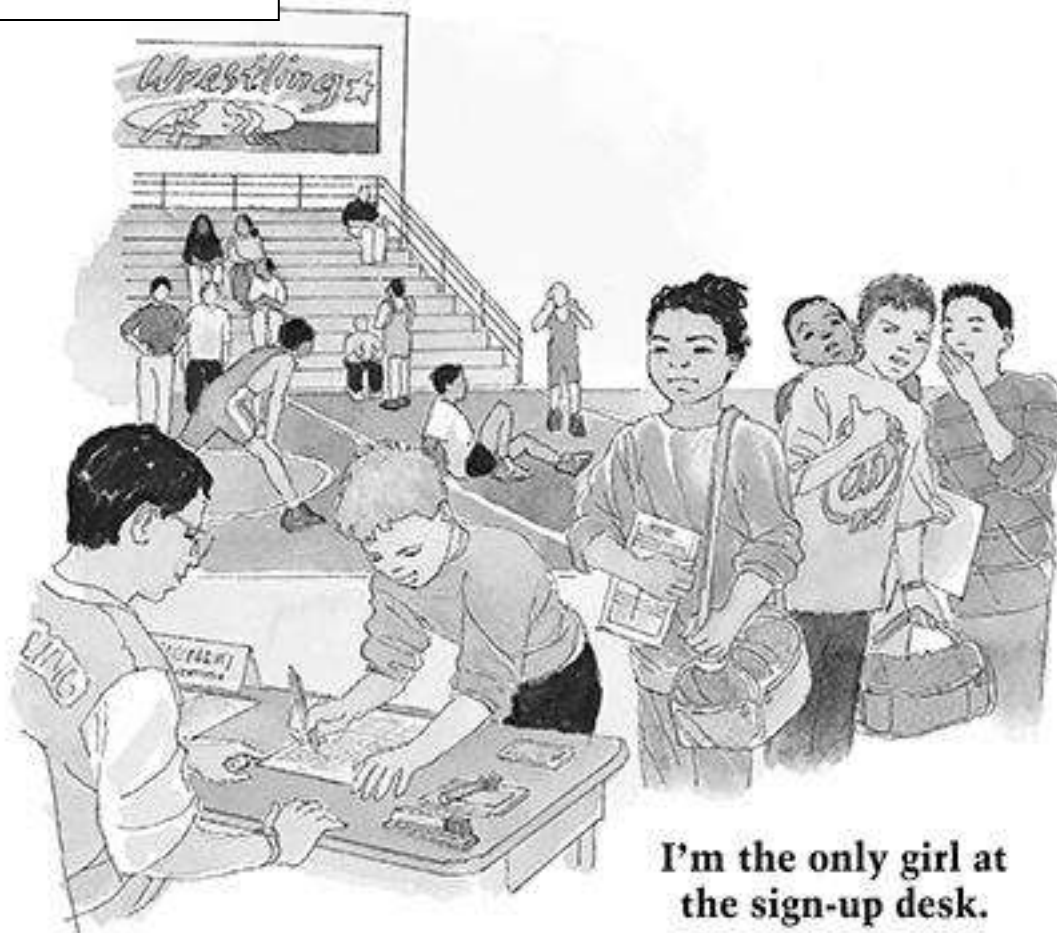
The NAEP reading assessment measures students' ability to understand, to interpret, and to think critically about grade-appropriate texts. Recognizing that readers vary their approach according to the demands of different types of text, the NAEP framework specifies the assessment of reading in two major types of text – literary text and informational text. The assessment includes reading materials selected from publications and other resources typically available in and out of school.

The reading frameworks for the 2011 NAEP Reading Assessment, first implemented for the 2009 reading assessment, conceptualizes reading as a dynamic cognitive process. The framework defines reading as an active and complex process that involves (1) understanding written text, (2) developing and interpreting meaning, and (3) using meaning as appropriate to type of text, purpose, and situation.

The NAEP reading assessment contains multiple-choice questions, as well as short and extended constructed-response questions. Students spend approximately 50 to 60 percent of their assessment time providing written answers to constructed-response questions. For more information regarding the reading assessment framework, please visit <http://www.nagb.org/publications/frameworks.htm>.

NAEP Reading Framework Distribution of Question Pool Across Contexts

	Grade 4
Literary Text	50%
Informational Text	50%



I'm the only girl at the sign-up desk.

Tough as Daisy

by David M. Simon

The sign on the YMCA door says Wrestling Tournament Today.

I enter the gym and take a deep breath. It smells like old sweat socks and the stuff they use to wash wrestling mats.

I love that smell. Weird, huh? Not to me.

I was raised around wrestling. My older brothers wrestle for the high-school team. My dad wrestled in college. So it was natural for me to want to wrestle. Except for one thing.

I'm a girl. I even have a girly name—Daisy.

My dad always says, "Pound for pound, no one's as tough as Daisy."

I see my family in the stands. I wave to them and smile, but I'm nervous.

Lots of boys are already on the mats, loosening up. I'm the only girl at the sign-up desk. Some of the boys point at me and laugh. We'll see about that

Back in Ohio, people got used to seeing me wrestle. I kept showing up. I kept winning. They stopped pointing and started cheering.

Then we moved to California. Now I'm weird again.

The man says, "Name?"

"Daisy McGill."

"Have you wrestled before, honey?"

He didn't call any of the boys honey. "Yes, sir," I answer through clenched teeth. I hand him my registration form.

"OK," he says. "Climb on the scale." I weigh 70 pounds. He writes a number on the back of my hand. I head to the girls' locker room to change.

First match. The kid looks strong. That's OK. Boys with muscles always underestimate me.

I snap the chin strap on my headgear. The ref calls us to the middle of the mat. We shake hands. The kid says, "I can't believe I have to wrestle a girl."

The whistle blows, and I hit him fast with a fireman's carry. He's on his back in three seconds. The ref's hand slaps the mat. Pinned. One match down.

The kid refuses to shake my hand. The ref raises my right arm. He tells me, "Beautiful takedown!"

There's a lot of whispering going on. I hear someone say, "Man, she pinned him fast. No girl is going to beat me."

My family cheers wildly. I feel good. It always takes one match for the butterflies in my stomach to settle.

They call my number for the next match.

People crowd around the mat to get a look at Bizarro Wrestler Girl. Sounds like a good name for a superhero!

This kid is tall and thin. He looks serious about winning.

The whistle blows. I shoot for his leg. He kicks back and snaps my head down. He spins around behind me and takes me down. Good. I love a challenge.

Final period of this match, and I'm down three to nothing. Time to make my move.

I escape for one point, then shoot a quick takedown. All tied up. Thirty seconds to go. He raises one leg and I take a chance. I reach around his head and knee. My hands close tight. I roll him onto his back.

The whistle blows. The ref holds up two fingers. I win by two points. Two matches down.

At least this kid shakes my hand. Some of the people watching even clap for me.

I'm in the finals for my weight class.

My brothers rub my arms and joke around with me. Dad says, "Just do your best, honey." It's OK when he calls me honey.

I head for the mat. The next kid I'm wrestling pinned both of his opponents. There's a huge crowd watching us. I can't tell if they want me to win or lose.

Doesn't matter to me.

We shake hands. "You're pretty good," he says. "Good luck."

"You, too," I say.

The whistle blows. He shoots, and I'm on my knees before I can blink. Wow, he's fast. I feel my heart hammering in my chest. Easy, Daisy.

I spin away. Escape. He misses an arm-drag, and I catch him flat-footed. Takedown.

After two periods we're all tied up.

We're both gulping for breath as the last period starts. My brothers are screaming, but they sound far away. The kid shoots for my legs. I flatten out. He has one leg hooked. I force my forearm across his face like a wedge. We're locked up tight.

I can see the clock ticking down. With ten seconds left, his arms relax. Just what I was waiting for. I push down and spin behind him for the win. Yes!

I hear cheering and realize it's for me. The kid says, "Nice match. But next time, I'm going to win." He just might.

My dad wraps my sweaty body in a big bear hug. He says, "Pound for pound, no one's as tough as Daisy."

I guess today he's right.



**We're locked
up tight.**

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The following questions refer to the passage 'Tough as Daisy' by David. M. Simon.

- 1. What is the main problem Daisy faces in this story?
 - A. She has to make new friends at school.
 - B. She has to perform in front of huge crowds.
 - C. She has to prove that she is a good wrestler.
 - D. She has to wrestle against strong boys.

- 2. These paragraphs are from the first part of the story:

I enter the gym and take a deep breath. It smells like old sweat socks and the stuff they use to wash wrestling mats.

I love that smell. Weird, huh? Not to me.

What do these paragraphs help show about Daisy?

- A. She needs to learn how to wrestle.
 - B. She enjoys different sports.
 - C. She does not listen to other people.
 - D. She enjoys being a wrestler.
- 3. According to the story, why was it natural for Daisy to be interested in wrestling?
 - A. Her father and her brothers wrestled.
 - B. Her coach at school encouraged her to wrestle.
 - C. She had seen wrestling matches on television.
 - D. Many of her friends were on the wrestling team.
- 4. At the beginning of the story, when some of the boys point and laugh at Daisy, she thinks, "We'll see about that." What does this tell you about Daisy?

- 5. How did the people in Ohio feel about Daisy when she wrestled? Support your answer with information from the story.

6. According to the story, why was the move to California difficult for Daisy?

7. In the story, Daisy's father describes her as "tough." What are two other ways to describe Daisy's character? Support your answer with information from the story.

8. In the first part of the passage, Daisy says that she answered the man at the registration desk "through clenched teeth." This means that Daisy

- A. had trouble speaking correctly
- B. was nervous about joining the team
- C. had hurt her teeth while wrestling
- D. closed her teeth tightly when she spoke

9. In the first part of the passage, Daisy says that boys with muscles always underestimate her. This means that the boys
- A. think Daisy is not very smart
 - B. think they can beat Daisy
 - C. feel sorry for Daisy
 - D. make fun of Daisy

10. How is the first boy Daisy wrestles different from the last boy she wrestles? Support your answer with information from the story.

11. What is the main way the author shows us how Daisy feels?
- A. He uses pictures to tell her story.
 - B. He tells what other people say about her.
 - C. He tells what she is thinking.
 - D. He describes the way she wrestles.

Daddy Day Care

Antarctica's ultimate stay-at-home dads

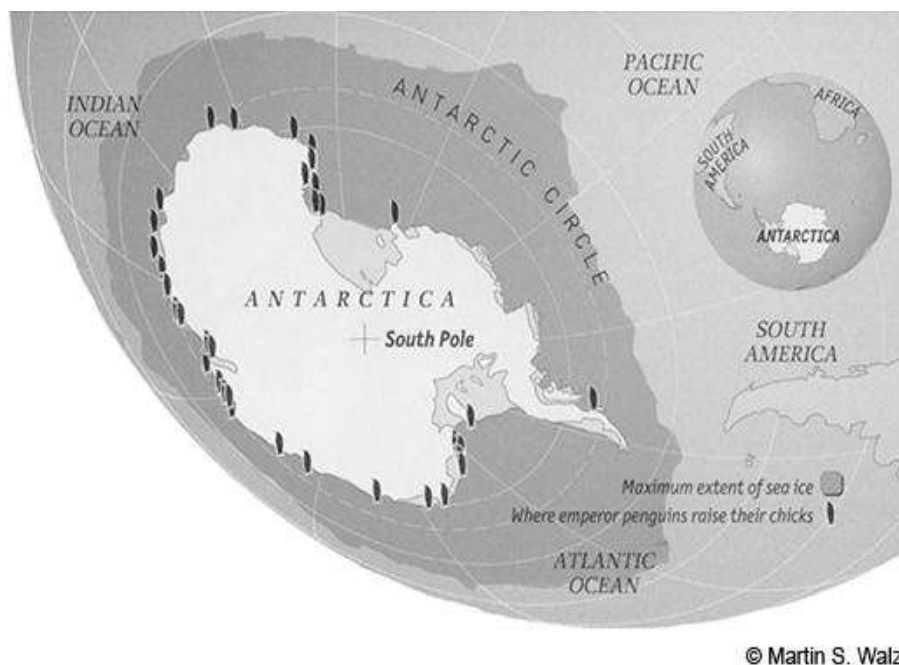
by Ruth Musgrave

When you think "tough," you may think of sharks, grizzly bears, or professional wrestlers, but you probably don't think of male penguins. Emperor penguins may not look it, but the males are tough enough to take on the deadly Antarctic winter and survive.

And they do it—without eating—while taking care of the eggs! When other animals head north in March to avoid the Antarctic winter, emperor penguins head south.

Antarctica is surrounded by a huge mass of sea ice in the winter. This ice floats on the ocean in the southernmost part of the Earth. Harsh and frigid, it is here where emperor penguins choose to mate and lay their eggs.

All the other animals, even other penguins, leave months before the Antarctic winter sets in. The only living things left above the ice are the emperors and the humans watching them.



Foothold for Family

At the breeding colony, all the males and females find mates. After courtship, the female lays one egg and gives it to her mate. Nesting in this barren, ice-covered world isn't a problem because emperors don't build nests. The male incubates the one-pound egg on his feet, covering it with a featherless fold of skin called a "brood patch."

Each male emperor penguin holds his egg throughout the brutal, Antarctic winter months of May and June. Nestled against a dad's warm, protective body, the softball-size egg remains untouched by the frozen world.

Meanwhile, the female travels to the sea to feed. She won't be back until just about the time the egg hatches—in about two months.

Warm-Up for Dads

The Antarctic weather wears on the male penguins with a viciousness that would seem unbearable to humans. Feathers, fat, and other adaptations are usually enough to keep adult penguins alive. But scientists who visit have to wear 22 pounds of clothing to stay warm!

"The penguins make it look so easy," says Gerald Kooyman, a biologist who has made more than 30 research trips to Antarctica. "After watching them awhile you almost forget how remarkable they are—until the weather changes and the wind slices right through you!"

One of the impressive ways emperors stay toasty when temperatures plummet or the wind blasts is to "huddle." A huddle forms when hundreds, even thousands, of males crowd together. The birds move constantly, slowly rotating from the cold outside rings to the warm, wind-free center.

One scientist who spent an entire winter observing these amazing birds says it is staggering to see 10,000 penguins in a single quiet huddle. The temperature inside can be 77°F. Standing nearby when a huddle breaks up, observers can feel, smell, even see the heat. It's like a wall of steam. The penguins are packed in so tightly that when one comes out, the bird is square-shaped for a few moments from the pressure of the other birds.

All for One

Not only is it unbelievably cold while the emperor dad stands holding his egg all winter, it's also dark. Nevertheless, he keeps the egg warm, without stopping for anything, even food. He loses up to a half of his body weight before his mate comes back from feeding at sea in July. She takes over the egg, which then hatches. The male finally gets to go eat. When he gets back, the parents take turns holding the chick on their feet to keep it warm for the next eight weeks. At that point it's old enough to safely stand on the ice by itself.



A newly hatched chick stays warm by standing on top of a parent's feet.

Snack Time

These older chicks gather together in large groups while their parents feed at sea. When adults return with food for their young, they locate their chicks by their calls. Emperors may look alike, but they don't sound alike. Each individual has a unique call that is recognized by other penguins.

Looking like toddlers in overstuffed snowsuits, hungry chicks scurry to parents returning from sea. As they race toward the adults—and dinner—they chirp, letting their parents know "I'm over here!"



Older chicks gather together to stay warm while their parents find food.

Independence Day

By the time the chicks are finally ready to fend for themselves, it's December. This is summertime in the Antarctic. During the winter, the nearest open water could be 50 miles from the rookery. In summer, the ice that the chicks hatched on has begun to break up, so the chicks don't have far to go to the sea.

The chicks are on their own now. The adults leave to start the cycle again, so the young emperors must learn to swim and find food by themselves. Winter day care is over; it's time for summer independence!

© Ruth Musgrave/National Geographic Stock

Penguin photographs © 2009 Frans Lanting/www.franslanting.com

The following questions refer to the passage 'Daddy Day Care' by Ruth Musgrave

12. What is the main purpose of the article?
A. To describe why older chicks stand together in groups
B. To help people understand what winter in the Antarctic is really like
C. To describe what male emperor penguins do to care for their young
D. To explain why emperor penguins travel south in winter
13. According to the article, what is the main way a male emperor penguin protects its egg from the cold?
A. By growing extra feathers
B. By gathering together with other penguins
C. By building a nest for the egg in the snow
D. By covering the egg with a flap of skin
14. The article describes male emperor penguins as "tough." Give two pieces of information from the article that show that male emperor penguins are tough.

15. In the section entitled "Foothold for Family", the article says that emperor penguins live in a barren world. This suggests that the penguins live in a place where
A. almost nothing grows
B. few other penguins go
C. there is a lot of danger
D. it is dark most of the year

16. Explain how emperor penguins stay warm when they form huddles.

20. Why does the author include the map on page 3?

21. According to the article, why is summer in Antarctica a good time for the chicks to become independent?

- A. There are no animals around that could hurt the chicks.
- B. The sea is not far away in summer.
- C. Both parents can be there to help their chicks.
- D. It is easier to build nests in summer.

Marian's Revolution

by Sudipta Bardhan-Quallen

By 1939, Marian Anderson had performed for presidents and kings. She had been praised for having "a voice ... one hears once in a hundred years." Despite her success, when Marian wanted to sing at Constitution Hall that year, she was banned from doing so. The owner of the hall, an organization called the Daughters of the American Revolution (DAR), felt that Marian couldn't be allowed to sing there because she was African American.

Chosen by Music

That wasn't the first time Marian had been turned away because she was black. When she was 18 years old, she applied to music school. The clerk at the desk rudely sent her home because of her race. Marian was shocked by the clerk's words. "I could not conceive of a person," Marian said, "surrounded as she was with the joy that is music without having some sense of its beauty and understanding rub off on her."



Marian Anderson sings to a crowd of 75,000 people at the Lincoln Memorial on April 10, 1939.

*"I don't think I had much
to say in choosing it.
I think music chose me."
—Marian Anderson*



Because of segregation—the practice of keeping blacks and whites separate—the early 1900s were a difficult time for a young black woman to begin a professional singing career. But Marian was determined to sing. "It was something that just had to be done," she remembered. "I don't think I had much to say in choosing it. I think music chose me."

In 1925, Marian won a voice contest in New York, and sang with the New York Philharmonic. Still, her chances to perform in the United States were limited. To build her career, Marian traveled to Europe in 1928, where she became very successful.

A World-Class Singer Faces Racism

By 1939, Marian was a world-class singer. She returned to the United States to continue her career. But back at home, she faced racism in many ways. Segregation was still common on trains and in hotels and restaurants. No amount of vocal talent could spare Marian from that.

Even concert halls were segregated, although usually that was limited to the audience. Because black performers often appeared on stage in segregated halls, Marian had no reason to think she would be turned away from Constitution Hall. She believed that musical skill would be the only factor that the DAR would consider.

At first, the DAR told Marian that the date she requested was not available. Then they told her that all of her alternate dates were booked. Eventually, the DAR upheld their policy that only white performers could appear in Constitution Hall.

A Voice for Civil Rights

When news of the DAR's policy got out, many people were outraged. First Lady Eleanor Roosevelt resigned from the DAR. In a letter, she wrote: "I am in complete disagreement with the attitude taken in refusing Constitution Hall to a great artist You had an opportunity to lead in an enlightened way, and it seems to me your organization has failed."

Marian believed strongly in the civil rights movement. She knew firsthand the pain that racism caused. She understood that the way the controversy with the DAR was resolved would be a milestone for civil rights.

Despite public outcry, the DAR would not back down and let Marian sing. With Mrs. Roosevelt's support, the Secretary of the Interior arranged a special concert for Marian, to be held at the Lincoln Memorial. Seventy-five thousand people attended. In many ways, Marian's concert was considered to be America's first civil rights rally. That night, she took a stand against discrimination and for equality. The first words she sang were: "My country, 'tis of thee, sweet land of liberty, of thee I sing."

The Open-Hearted Way

Marian realized that equality in the United States would be achieved when every person was willing to stand up for what is right. As a public figure, she felt a responsibility to set an example. After the 1939 incident, she did her part by turning down concerts for segregated audiences.

"The minute a person whose word means a great deal dares to take the openhearted and courageous way," she said, "many others follow."

As Marian's career progressed, America changed. She performed in many prestigious locations, including Constitution Hall, where she sang after the DAR changed its policies. By 1954, segregation was declared unconstitutional. The Civil Rights Act was signed into law in 1964, the year Marian retired from performing. By then, many of the barriers she'd had to fight through were disappearing. Marian's farewell tour began in front of an admiring crowd at Constitution Hall.

Eleanor Roosevelt honors singer Marian Anderson.



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Photo credits for "Marian Anderson": Marian Anderson Collection, Rare Book and Manuscript Library, University of Pennsylvania, Philadelphia, PA.

The following questions refer to the passage 'Marian's Revolution' by Sudipta Bardhan-Quallen

22. What is the article mainly about?
- A. Civil rights songs that Marian Anderson liked to sing
 - B. Marian Anderson's friendship with Eleanor Roosevelt
 - C. How Marian Anderson learned to sing
 - D. How segregation affected Marian Anderson's career
23. Why did Marian Anderson live in Europe from 1928–1939?
- A. Her family had moved there.
 - B. There was less discrimination.
 - C. Housing was less expensive.
 - D. The voice teachers were better.
24. Why did Marian Anderson think she would be accepted to sing at Constitution Hall in 1939?
- A. Because she believed the DAR would consider only her musical skill
 - B. Because she had sung at Constitution Hall before she went to Europe
 - C. Because she thought that Eleanor Roosevelt would recommend her
 - D. Because she knew that no other black singers had applied
25. Why is "A Voice for Civil Rights" a good heading for the section that follows it on pages 3–4? Use information from the article to support your answer.

26. Why did Eleanor Roosevelt resign from the DAR?
- A. Because she did not agree with one of its decisions
 - B. Because she wanted to be in charge of its concerts
 - C. Because she was too busy being First Lady of the United States
 - D. Because she had been a member for too many years

27. Explain why Marian Anderson's career was important to the development of the civil rights movement in the United States. Use information from the article to support your answer.

28. In the section entitled "A Voice for Civil Rights", the article says that many people were outraged by the DAR policy toward Marian Anderson. This means that people

- A. were hurt and sad
- B. protested in public
- C. were shocked and angry
- D. spoke loudly about their feelings

29. Why do you think Marian Anderson began her concert by singing the words, "My country, 'tis of thee, sweet land of liberty, of thee I sing"? Use information from the article to support your answer.

30. In the section entitled "The Open-Hearted Way", the article says that Marian Anderson performed in many prestigious locations. This means that she sang in places that were
- A. far away from each other
 - B. famous and important
 - C. open to people of all races
 - D. large and crowded

31. Why do you think the author begins and ends the article talking about Constitution Hall? Use information from the article to support your answer.



For more information:

Duncan G. Smith
NAEP State Coordinator
Delaware Department of Education
401 Federal St, Suite 2
Dover, DE 19901
302-735-4101
dsmith@doe.k12.de.us