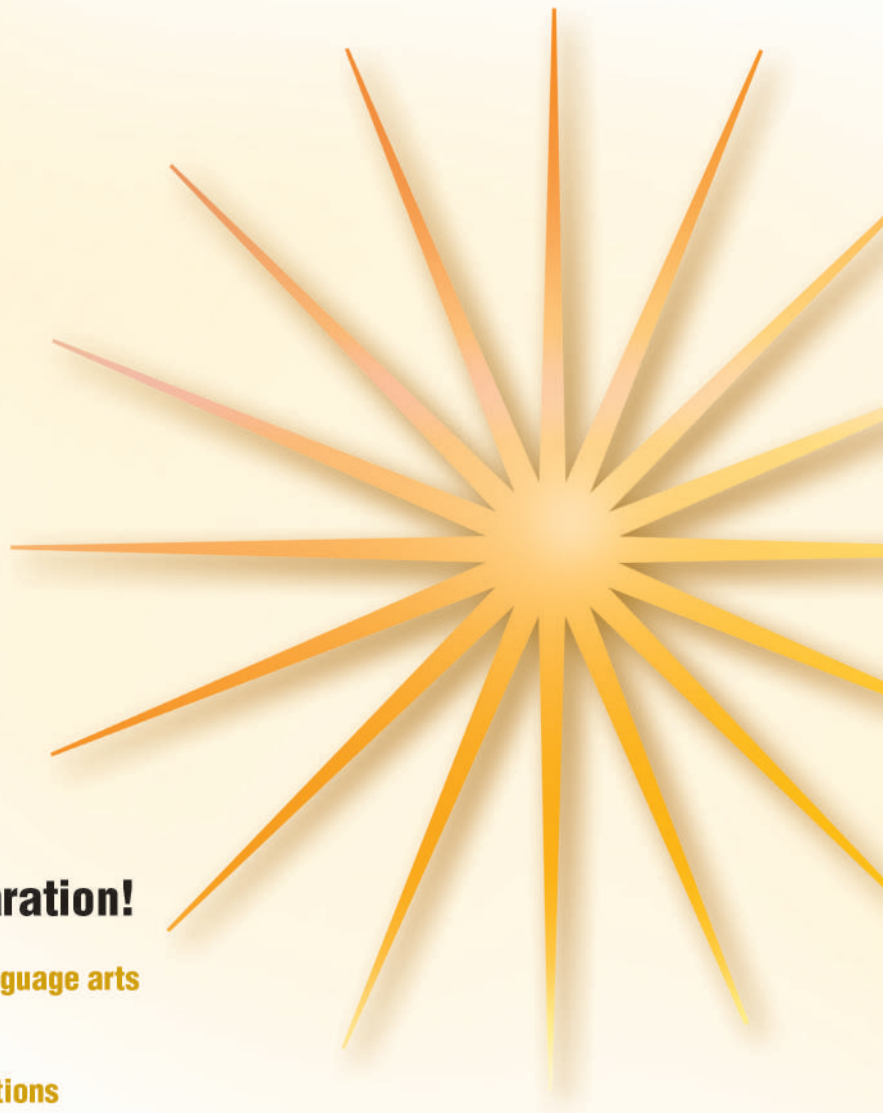


**SPECTRUM**<sup>®</sup>

# Test Prep

GRADE

4



## Excellent Tool for Standardized Test Preparation!

- Strategy-based activities for language arts and math
- Test tips to help answer questions
- Encourages critical thinking and reasoning
- Answer key

# Explain and Support Inferences

Reading: Literature

**DIRECTIONS:** Read the story. Then, answer the questions.

## WATERLAND

“Hurray!” cried Meghan. “Today is the day we’re going to Waterland!” It was a hot July day, and Meghan’s mom was taking her to cool off on the water slides. Meghan’s new friend, Jake, was going too. Just then, Meghan’s mom came out of her bedroom. She did not look very happy. “What’s the matter, Mom? Are you afraid to get wet?” Meghan teased. “I’ll bet you’ll melt, just like the Wicked Witch of the West!”

Mrs. Millett didn’t laugh at the joke. Instead, she told the kids that she wasn’t feeling well. She was too tired to drive to the water park. Meghan and Jake were disappointed. “My mom has chronic fatigue syndrome,” Meghan explained. “Her illness makes her really tired. She’s still a great mom.”

“Thank you, dear,” said Mrs. Millett. “I’m too tired to drive, but I have an idea. You can make your own Waterland, and I’ll rest in the lawn chair.” Meghan and Jake set up three sprinklers. They dragged the play slide to the wading pool and aimed the sprinklers on the slide. Meghan and Jake got soaking wet. Mrs. Millett sat in a lawn chair and rested. The kids played all day.

“Thank you for being so understanding,” Meghan’s mom said. “Now, I feel better, but I’m really hot! There’s only one cure for that.” She stood under the sprinkler with all her clothes on. She was drenched from head to toe. Meghan laughed and said, “Now you have chronic wet syndrome.” Mrs. Millett rewarded her daughter with a big, wet hug. It turned out to be a wonderful day after all at the backyard Waterland.

## Strategy

As you read, pay attention to details from the story. Use the details to explain the story and to make inferences.

## Test Tip

Use what you already know and the details from the story to make inferences.

**1. How do you think Mrs. Millett feels about not being able to take the children to Waterland?**

- (A) She is glad she won’t have to spend her whole day with children.
- (B) She feels sorry for herself and is glad she got out of it.
- (C) She is disappointed she can’t take the children.
- (D) She is hurt and confused.

**Write how you know.**

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**3. How do you think Meghan feels about her mother’s illness?**

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**2. In this story, *fatigue* means the same as \_\_\_\_\_.**

- (A) to be excited
- (B) to be tired
- (C) to be sad
- (D) to be sick

# Explain and Support Inferences

Reading: Literature

**DIRECTIONS:** Read the story. Then, answer the questions.

## THE FIRST DAY

“I don’t know about this, Mom.” Henry frowned. It was the first day of school, and he was walking with his mom. “Maybe I should just stay home with you and start kindergarten next year.” Henry’s mom laughed and fluffed his hair with her hand. They continued up the path to school.

The path was curved with lots of trees on either side. The sun came down between the branches and lit Henry’s mom’s face. “You’re going to love school! You get to learn fun new things and make a bunch of friends,” she told him.

“Sadie’s older brother said the teacher was mean and the math is hard, though!” Henry was ignoring his mom’s comforting words.

They continued to walk up the path until they reached a bright red door, which led to a light blue hallway. At the end of the hallway was another, smaller red door that read “Mrs. Selway’s Kindergarten Room” in yellow bubble letters. Standing at the door was a short, round, older woman with silver hair.

“You must be Henry!” she said. He looked back at his mom. As she nudged him forward, Mrs. Selway opened the door, and Henry saw something he couldn’t believe. Dozens of kids were playing, laughing, and having a great time! Suddenly, Henry was a little excited. After hugging his mom, he turned around and ran straight into the classroom thinking, “Maybe this won’t be so bad after all.”

### Strategy

When explaining an event or describing a character in the story, use details that are written in the story.

### Test Tip

Look at the characters’ words and actions to determine their feelings.

1. How do you think Henry was feeling on his first day of kindergarten?

- (A) excited
- (B) sleepy
- (C) nervous
- (D) sick

2. What does the word *comforting* mean in the story?

- (A) make something softer
- (B) make someone feel better
- (C) make someone nervous
- (D) make something louder

What details from the story support your inference?

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Write how you know.

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# Determine Theme and Summarize Text

Reading: Literature

**DIRECTIONS:** Read the story. Then, answer the questions.

Maggie and Isabel went to the park on Saturday. They headed for the slides. However, they couldn't decide who should go first. Isabel said she should go first because she was older. Maggie said she should go first because Isabel was always first. Just then, their mother came over and said, "Why don't you each get on one slide and start down at the same time?" That's just what they did.

**Strategy** Use ideas, events, and details from a story to determine its theme.

**Test Tip** Find a story's theme by looking for details that tell what a major character learns during the story.

1. What is this story about?

- (A) a problem that is solved
- (B) an argument at the park
- (C) sisters who get along well
- (D) brothers who lost their dog

What details helped you determine what the story is about?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Who solves the problem in the story?

- (A) the coach
- (B) Maggie
- (C) Isabel
- (D) the mother

3. What was the problem in the story?

\_\_\_\_\_

\_\_\_\_\_

4. What was the solution to the problem?

\_\_\_\_\_

\_\_\_\_\_

5. Using details from the story, which theme best fits the story?

- (A) If you can't agree, keep talking until you do.
- (B) Always tell people how you feel.
- (C) Try looking for a new solution if you can't agree.
- (D) Other people can help you solve problems.

Write how you know.

\_\_\_\_\_

\_\_\_\_\_

6. Write a summary of the story.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Determine Theme and Summarize Text

Reading: Literature

**DIRECTIONS:** Read the story. Then, answer the questions.

Joel's hockey team had played well all season, and this was their chance to win the tournament. He was the best player.

He glanced around at his teammates. "Guys," he said, "let's skate really hard and show them how great we are!"

The team cheered and started to walk out to the ice. Joel turned around to grab his helmet, but it wasn't there. He looked under the benches and in the lockers, but his helmet wasn't anywhere. He sat down and felt his throat get tight. If he didn't have a helmet, he couldn't play.

Just then, there was a knock on the door. Joel's mom peeked her head around the locker room door. "Thank goodness," she said. "I got here just in time with your helmet."

## Strategy

To discover the theme, ask yourself what the overall lesson or message of the passage is.

**1. What is this story about?**

- (A) a problem that is solved
- (B) an argument that is solved
- (C) a hockey team trying to win
- (D) hockey equipment

**Write how you know.**

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**2. Who solves the problem in the story?**

- (A) the coach
- (B) Joel
- (C) Joel's teammates
- (D) the mother

**5. If the story on page 9 and on this page appeared together in a book of similar stories, a good title for the book would be \_\_\_\_\_.**

- (A) *Sports Bloopers*
- (B) *Mom to the Rescue*
- (C) *Sisters Who Argue*
- (D) *How to Play Hockey Without a Helmet*

**3. What was the problem in the story?**

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**4. Which theme fits the story best?**

- (A) Play hard and you will win.
- (B) Don't lose important things.
- (C) People close to you will help you.
- (D) Remember that it's only a game.

# Determine the Meaning of Words and Phrases in a Text

Reading: Literature

**DIRECTIONS:** Read the story. Then, answer the questions.

A percussionist, someone who plays a lots of instruments, came to my school today. His name is Marco.

Marco said that by participating, or taking part, in the arts, you are helping your brain develop. This means that music, literature, and theater make you smarter! He told us about percussion and all of the different instruments he plays. One kind of instrument is a keyboard instrument, like the xylophone or marimba.

Another instrument he told us about is the timpani. Timpani are big round drums. All you need to make them change pitch is a little foot pedal, almost like a gas pedal, at the bottom of the drum.

He also told us about auxiliary instruments. Triangles, wood blocks, and maracas all are considered auxiliary, which means they are support instruments. These instruments are mostly for effect to help set a mood for different songs.

The last kind of percussion instrument Marco told us about was hand drums. Bongos and congas are both types of hand drums, along with more eccentric, or rare, drums like the cahone and djembe.

Thanks to Marco, I know a lot more about percussion and the arts than I did this morning, and I'm even thinking about trying music myself. It's cool to see how many instruments there are and how they can benefit, or help, you!

**Strategy** While reading, identify word clues in a story to see how ideas are related and to determine word meanings.

**Test Tip** The author doesn't always tell you what new words mean. You can use the context and what you already know to find the meanings.

1. Which three following instruments belong in the percussion family?

- (A) drums
- (B) timpani
- (C) guitar
- (D) triangle

2. What are auxiliary instruments?

\_\_\_\_\_

\_\_\_\_\_

3. If you *participate* in an activity, what are you doing?

- (A) quitting the activity
- (B) taking part in the activity
- (C) watching an activity
- (D) referring to an activity

Which words in the story helped you with your answer?

\_\_\_\_\_

4. What is a synonym for *eccentric*?

\_\_\_\_\_

# Determine the Meaning of Words and Phrases in a Text

Reading: Literature

**DIRECTIONS:** Read the story. Then, answer the questions.

“Daddy, Daddy!” Sarah shouted, as she entered the kitchen carefully carrying the fragile glass jar in her hands. It was dusk, and the sun was almost completely set. Sarah’s dad turned from the sink to greet her, only to find a large glass jar of fireflies thrust into his face. “Look, look!”

Calmly, Sarah’s dad examined the jar of illuminating bugs. “Isn’t it cool how they light up like that?” Sarah exclaimed. “It is!” her father replied. “Every time they light up like that, they are actually taking a big gulp of oxygen, or air. It’s how they breathe! When the light goes out, they’re all out of breath.”

“If they can’t breathe anymore, they will die. But, we can help them live longer if we keep them out of the jar and in the backyard. There’s more oxygen out there than there is in that jar,” her dad said, smiling.

Shocked, Sarah immediately ran outside, only to return with a sad face and an empty jar. She began to cry, so her dad asked what was wrong. “I miss them!” Sarah exclaimed.

Taking Sarah’s hand, her dad led her outside to the moon rising and the fireflies floating in and out of sight. “We can still see them, silly! We can even see more of them. Don’t cry. You’re helping them live longer, happier lives.”

Maybe Sarah’s dad was right. They looked a lot prettier floating around in the grass than a jar, anyway.

**Strategy** Try replacing an unknown word with different meanings to see if that meaning makes sense in the sentence.

1. What does the word *illuminating* mean?

- (A) flying
- (B) shining
- (C) sleeping
- (D) eating

Write how you know.

\_\_\_\_\_  
\_\_\_\_\_

2. Why do fireflies need oxygen?

\_\_\_\_\_  
\_\_\_\_\_

3. What time of day is *dusk*?

- (A) early morning
- (B) mid-afternoon
- (C) early evening
- (D) late night

Which words from the story helped you answer?

\_\_\_\_\_  
\_\_\_\_\_

4. How did Sarah’s father convince Sarah to let the fireflies out of the jar?

\_\_\_\_\_  
\_\_\_\_\_

# Describe Characters, Settings, and Events

Reading: Literature

**DIRECTIONS:** Read the story. Then, answer the questions.

### THE FOX AND THE GRAPES

One warm summer day, a fox was walking along when he noticed a bunch of grapes on a vine above him. Cool, juicy grapes would taste so good. The more he thought about it, the more the fox wanted those grapes. He tried standing on his tiptoes. He tried jumping high in the air. He tried getting a running start before he jumped. But, no matter what he tried, the fox could not reach the grapes. As he angrily walked away, the fox muttered, "They were probably sour, anyway!"

**MORAL:** A person (or fox) sometimes pretends he or she does not want something he or she cannot have.

**Strategy** As you read, pick out specific details from the story to describe the setting, characters, and events.

**Test Tip** Use a character's words and actions to understand the reasons behind them.

1. Describe the setting of the fable.

\_\_\_\_\_  
\_\_\_\_\_

2. Why did the fox want the grapes so badly?

- (A) He was warm and thirsty.
- (B) He was hungry.
- (C) He didn't want anyone else to get them.
- (D) He wanted to make grape jelly.

3. The fox was very determined to get the grapes. What details in the story help you understand what the word *determined* means?

\_\_\_\_\_  
\_\_\_\_\_

4. What detail supports the moral, "A person (or fox) sometimes pretends that he or she does not want something he or she cannot have."

- (A) "The more he thought about it, the more the fox wanted those grapes."
- (B) "He tried standing on his tiptoes."
- (C) "But, no matter what he tried, the fox could not reach the grapes."
- (D) "As he angrily walked away, the fox muttered, 'They were probably sour anyway!'"

5. Describe the character of fox using details from the story.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Test Tip**  
A moral is a lesson that fables teach on how you should or should not act.



# Describe Characters, Settings, and Events

Reading: Literature

**DIRECTIONS:** Read the story. Then, answer the questions.

It was Friday, and school had just ended. Maria stepped off the bus and began to walk home. As she approached her front yard, she noticed something different. There was barking coming from the backyard. "What could that be?" thought Maria. "We don't have a dog."

However, when she walked into her backyard, she found just that. A dog! "Woof, woof, woof!" it greeted her with its tail wagging. "Surprise!" Maria's parents yelled. "We got you a puppy. His name is Spot." Maria let out a squeak in surprise and jumped into the air. "I can't believe it!" she shouted.

Maria and Spot began to run to each other until he jumped up and rolled onto the ground. Maria giggled, and Spot licked her face. "Do you want to take him for a walk?" Maria's father asked. Maria nodded her head with a big grin on her face.

Her dad showed her how to put on Spot's leash, and they all went to the front yard to walk Spot. He pulled and tugged, but after a while, he began to walk with Maria. It made her happy. While they walked, Maria's dad told her about all of the responsibilities of owning a dog. "I promise to take care of him," she said.

When they got home, Maria sat in the backyard with Spot and fed him dog treats. He wagged his tail and licked his lips. Then, he flopped over so Maria could rub his belly. Maria patted him gently, smiling the whole time. Over and over, she told herself how happy she was.

When her dad called her to come in for bed, Maria got up and Spot followed. Before they got inside, she whispered, "I love you, Spot." Spot let out a soft "woof," and they walked in together.

**Strategy** As you read, ask yourself *Who? What? Where? When? How? and Why?* Use the answers to find details about characters, settings, and events.

**Test Tip** The setting of a story is not only where the story happens, but also when it happens.

1. Describe the setting of this story. Use details from the story.

\_\_\_\_\_

\_\_\_\_\_

2. Do you think Maria is a responsible girl? Explain your answer.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. How does Maria feel about getting a new puppy?

(A) upset

(B) overwhelmed

(C) scared

(D) excited

Write how you know.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Explain Differences Between Poetry, Drama, and Prose

Reading: Literature

**DIRECTIONS:** Read the poem. Then, answer the questions.

## BACKPACK

My backpack's so heavy  
It must weigh a ton.  
With thousands of books—  
My work's never done.

My arms are so sore  
I can't lift a pen.  
My breath is so short  
I need oxygen.

When I stoop over,  
it makes me fall down.  
I think I'll just stay here  
All squashed on the ground.

### Strategy

Learn which elements, or features, are part of poems, stories, and plays. Use these features to identify the genre you are reading and to understand why words, phrases, and sentences are organized in a certain way.

### Test Tip

Poems use rhyme and rhythm as well as colorful language. Poems are organized by stanza instead of by paragraph and by line instead of by sentence.

1. Who do you think the speaker, or narrator, of the poem is?

- (A) a coach
- (B) a student
- (C) a swimmer
- (D) a parent

Write how you know.

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2. What might have led to the poet writing this poem?

- (A) a sale on backpacks that hold many books
- (B) a student complaining about too much homework
- (C) a child complaining about a heavy backpack
- (D) a dog running away with a child's backpack

3. Summarize this poem in a sentence.

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4. In which stanzas does the narrator describe the effects of having a heavy backpack?

- (A) Stanzas 1 and 2
- (B) Stanzas 2 and 3
- (C) Stanzas 1 and 3
- (D) Stanzas 1, 2, and 3

5. How is this poem different from a story about a backpack?

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# Explain Differences Between Poetry, Drama, and Prose

Reading: Literature

**DIRECTIONS:** Read the poem. Then, answer the questions.

### POLAR BEARS

With fur like a snowstorm  
And eyes like the night,  
Two giant old bears  
Sure gave me a fright.

They came up behind me  
As quiet as mice,  
And tapped on my shoulder.  
Their paws were like ice.

As high as a kite,  
I jumped in the air,  
And turned round to see  
Those bears standing there.

“We’re sorry we scared you,”  
The bears said so cool.  
“We just came to ask you  
To fill up our pool!”

## Strategy

While reading, identify the meaning of figurative language, and use the meaning to understand a poem or story.

## Test Tip

Figurative language includes words and phrases that have meanings beyond their literal meanings. Figurative language is language used for descriptive effect. Similes use *like* or *as* to compare things that may seem different.

1. Which two elements would be used if this poem were written as a story?

- (A) sentences and paragraphs
- (B) no rhyming words
- (C) no figurative language
- (D) stanzas and lines

2. How does the poem use rhyme?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. eyes like \_\_\_\_\_

This means: \_\_\_\_\_

5. as quiet as \_\_\_\_\_

This means: \_\_\_\_\_

\_\_\_\_\_

6. as high as \_\_\_\_\_

This means: \_\_\_\_\_

7. Rewrite Stanza 3 using sentences without figurative language.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**DIRECTIONS:** Fill in the blanks to complete the similes from the poem. Then, write what each simile means on the line.

3. fur like \_\_\_\_\_

This means: \_\_\_\_\_