



**NEW ENGLAND  
COMMON ASSESSMENT PROGRAM**

**Released Items  
2012**

**Grade 4  
Reading**

# Reading

1 The word peace belongs in which sentence?

- A. There was a time of \_\_\_\_\_ after the wild storm.
- B. Someone slipped a \_\_\_\_\_ of paper under the door.
- C. Mom gave us each a \_\_\_\_\_ of chocolate cake.
- D. Danny added the last \_\_\_\_\_ to the puzzle.

2 Which word below can be used in **both** sentences?

There was only a little \_\_\_\_\_ of snow on the ground yesterday.

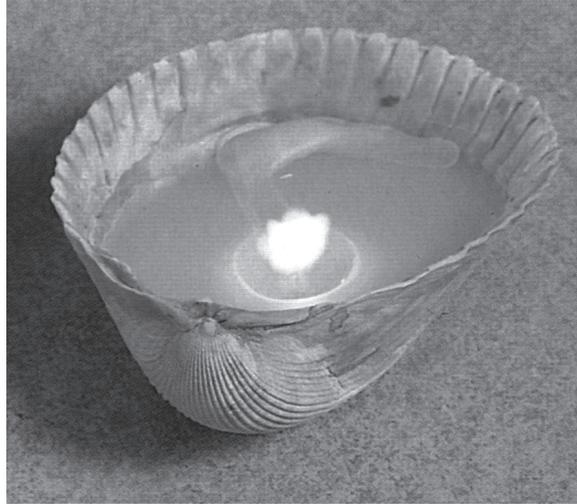
Holly \_\_\_\_\_ into her sandwich hungrily.

- A. drop
- B. dug
- C. bit
- D. chunk

*It is fun to collect seashells, but what can you do with them? Read this passage about a way to use seashells. Then answer the questions that follow.*

## **Seashell Candles**

*by Gwen Diehn, Terry Krautwurst, and Bobbie Needham*



The glow of these candles on a chilly winter night will remind you of a warm beach in summer.

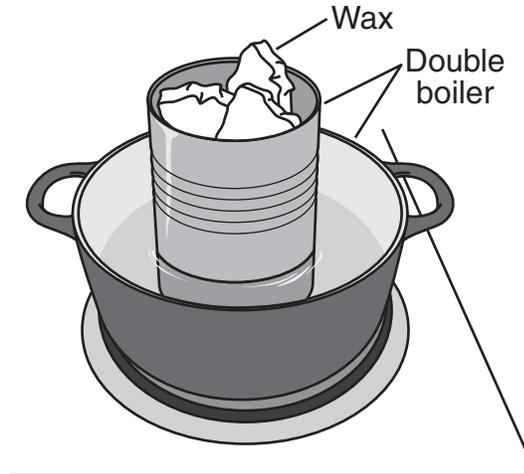
### **What You'll Need\***

- Old newspapers
- A large tin can, such as a 2-pound coffee can
- A pot that is larger than the can
- Several lumps of beeswax, paraffin, or bits and pieces of old candles
- Old broken, peeled crayons (optional)
- Oven gloves or 2 heavy pot holders
- A large seashell for each candle
- Small birthday candles, preferably the same color as the beeswax or paraffin
- Scissors

\*Warning: Ask an adult to help you with this activity.

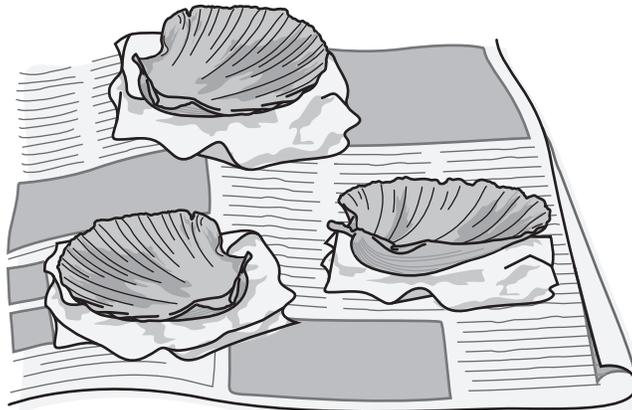
## What to Do

1. Half fill the pot with water and put it on the burner of a stove. Put the wax or paraffin in the tin can, and set the can in the pot of water. This arrangement is called a double boiler. Wax and paraffin are very flammable, so it's important never to put them in a pot directly over the heat source. Always melt wax or paraffin in a double boiler.



2. If you want to color the wax or paraffin, add crayons to the tin can.
3. While the water is boiling and the wax is melting, use a stick to scoop out old wicks if you are using old candles.

4. Lay several thicknesses of newspaper on the countertop near the stove. Set the shells on the newspaper. Prop them up using wads of newspaper so that they don't tip when you pour in the wax.



5. Ask an adult to help you slowly and carefully pour the melted wax into each shell. Let the candles cool for about five minutes until they begin to look frosty on top.
6. Poke a birthday candle down into each candle where you want the wick to be. If the birthday candle is too tall, pull it out right away and trim some off the bottom with scissors; then poke it back in. It's okay if the birthday candle is a little too tall. The first time you light the candle it will burn down to the right height.
7. Let the candles cool before lighting them.

3 What is the **same** about the beeswax, paraffin, and crayons?

- A. All are colorful.
- B. All must be peeled.
- C. All have old wicks.
- D. All can be melted.

4 Which word has the same **vowel sound** as pound?

- A. cool
- B. down
- C. pour
- D. you

5 Read the sentences in the chart.

|  |
|--|
| ?  |
| 1. Put water in the pot.<br>2. Set the tin can in the pot. |

What is the **best** heading for this chart?

- A. Materials Needed to Make Candles
- B. Steps for Making a Double Boiler
- C. How to Melt Birthday Candles
- D. Final Steps in Candle Making

6 What happens when the seashell candles begin to cool?

- A. The wax looks frosty.
- B. The shells glow brightly.
- C. The color shines through.
- D. The wax becomes heavy.



*The speakers in both poems have jobs to do. Read the poems to see how the speakers do their jobs. Then answer the questions that follow.*

### **Poem 1: Under My Bed**

Under my bed  
a party rocks  
with dust bunnies and unmatched socks.

5 The guests line up  
to do-si-do  
two by two and heel to toe—

10 A stuffed brown bear  
with a missing ear,  
a mitten knit with  
a red reindeer.

A shoestring,  
and a candy cane,  
my sweater with the grape juice stain.

15 My favorite blanket  
I thought I lost  
and a sneaker that I must have tossed.

The book I was reading  
but didn't like  
and the seat from my cousin's ten-speed bike.

20 And, though my guests have had lots of fun,  
it's cleaning day—  
this party's done!

*—Heidi Stemple*

## Poem 2: In My Desk

They've canceled recess,  
time to play.  
Instead it's  
clear-out-desks  
5 today.  
Though all I've got  
is junk  
in there.  
So let *them* clean it—  
10 I don't care.

Inside they'll find  
one  
holey  
sock,  
15 the insides of  
a broken clock,  
a bag of feathers,  
three brown stones,  
a pair of moldy  
20 old pinecones,  
my last year's textbook,

tons of tests  
all marked in red,  
a blue jay's nest,

25 a note from  
Mary Ellen White,  
my braces that were  
much too tight,  
a lunch box  
30 with a great big  
hunk  
of rotting cheese.  
You see—  
just junk.

35 No—wait—  
each piece  
can tell a tale.  
It's not just  
junk  
40 that's old and stale.  
I'll do that  
cleaning out,  
you see  
each piece of junk's  
45 my history.

—Jane Yolen

8 The prefix (beginning) *un-* in the word unmatched means

- A. under.
- B. again.
- C. with.
- D. not.

9 In **Poem 1**, what is the speaker imagining?

- A. a cousin's visit
- B. a teddy bear's nap
- C. a good book to read
- D. a party in the room

10 At the end of **Poem 2**, what does the speaker decide?

- A. to leave the desk alone
- B. to clean out the desk
- C. to move the desk somewhere else
- D. to add more junk to the desk

11 The speakers in both poems are **most likely**

- A. children.
- B. janitors.
- C. teachers.
- D. parents.



# Acknowledgments

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