Unit 2
Reading Assessment

Grade 4
1  Rachel Carson grew up on a farm in Pennsylvania. When Rachel was a child, she and her dog Candy took long walks through the woods and fields near the farm. They looked at the plants and listened to the sounds of birds and other small animals. Rachel’s mother, Maria Carson, encouraged her daughter’s curiosity and love of nature. She helped Rachel understand that people were a part of nature, not separate from it.

2  Maria did a good job. Years later, Rachel Carson wanted to learn more about nature. She took classes in biology. She spent many hours walking through forests and fields with her teacher, Mary Scott Skinker. She studied the plant and animal life she found there. Before long, Rachel knew she wanted to be a scientist.

3  Carson’s work soon led her to the Massachusetts coast. She had never before seen the ocean. It was so different from the woods and fields of her Pennsylvania childhood! Rachel spent many weeks near the tide pools, which are rocky areas on the edge of an ocean that are filled with sea water. Here she saw unusual creatures she had never before observed. There were starfish in shades of bright red and light pink and crabs of all sizes, rushing to and fro like scurrying insects.

4  After she took several trips to the Maine coast, Rachel decided to write a book about the sea. Because the sea meant so much to Carson, she wanted this book to help people discover its great beauty and the dazzling variety of life that it sheltered. She also wanted people to know that their life on land depended on the sea. One of Rachel’s friends was an artist named Bob Hines. He drew many beautiful pictures for this book.
Throughout her life, Rachel Carson helped people to understand that they should work with nature, not against it. Later she spoke out against people hurting the environment. She fought against the use of dangerous chemicals that could hurt the planet.

One of her books made people aware of how important it is to protect the environment. In this book, which she called *Silent Spring*, Carson warned that if we do not take better care of the environment, we could lose many animals. The title suggested that we might have a spring season one day in which no birds could be heard, because they had all died. At the time, some people accused Carson of making a mountain out of a molehill. Today many people feel that this book started the movement to save the environment.

People did not always agree with Rachel Carson. But she fought for what she believed. In time, more and more people came to understand her point of view.
1. The author wrote this selection mainly to -

A inform readers about Rachel Carson
B explain how to protect the environment
C encourage readers to enjoy nature
D tell readers about unusual sea creatures

2. In paragraph 3, the word unusual means –

F not usual
G usual
H usually
J very usual

3. In paragraph 6, “some people accused Carson of making a mountain out of a molehill” suggests that –

A some people thought Carson was making something serious seem very important
B some people thought Carson was making something that is not serious seem more important
C some people thought Carson was making something that is not serious seem very funny
D some people thought Carson was turning a molehill into something much larger, like a mountain
4. Which of these is the best summary of the selection?

F Rachel Carson liked to walk through the woods with her mother. She wanted to be a scientist. She really liked the unusual creatures that she saw along the Massachusetts coast. Silent Spring is a book that was written by Rachel Carson.

G Rachel Carson was encouraged by her mother to love nature. She became a scientist after taking biology classes and observing plant and animal life in forests and fields. Later, Carson studied unusual creatures along the coastlines of Massachusetts and Maine. She wrote books about the sea, nature, and the importance of protecting the environment. Many people came to agree with her.

H Rachel Carson liked to study the unusual creatures that live in tide pools. She saw them rushing to and fro like scurrying insects. She wrote a book to show people how beautiful the sea was and how important the sea is to life on land. A friend of hers drew many beautiful pictures for the book. She fought against hurting the environment.

J Rachel Carson grew up on a farm. She liked to look at plants and listen to the sounds of the birds and small animals in the forest. Rachel had friends who were artists, and she wrote books about nature and the environment.

5. According to the article, what is one way Rachel Carson was a friend of nature?

A Before long, Rachel knew she wanted to be a scientist.

B After she took several trips to the Maine coast, Rachel decided to write a book about the sea.

C She fought against the use of dangerous chemicals that could hurt the planet.

D She took classes in biology.
6. Read the diagram below.

[Diagram: Cause: -- Effect: Many animals could die.]

Which of the following belongs in the empty box?

F  Tide pools are filled with sea water and unusual creatures.
G  The woods are filled with plants and animals to study.
H  There are dangerous chemicals that can hurt the environment.
J  Rachel Carson wanted to be a scientist.

7. In which part of the selection can the reader find information about the colors of starfish and where they live?

A  Paragraph 7
B  Paragraph 3
C  Paragraph 5
D  Paragraph 2

8. Which words from paragraph 3 help the reader know the meaning of observed?

F  filled with sea water
G  spent many weeks near the tide pools
H  led her to the Massachusetts coast
J  saw unusual creatures
9. What can the reader conclude about the environment from the information presented by the author?

A  Human and animal lives depend on a safe and clean environment
B  There are lots of woods and fields in Pennsylvania
C  We should fight for what we believe
D  *Silent Spring* is a good book
Break, Break, Break

An excerpt from a poem by Alfred, Lord Tennyson

1 Break, break, break,
2 On thy cold gray stones, O Sea!
3 And I would that my tongue could utter
4 The thoughts that arise in me.

5 And the stately ships go on
6 To their haven under the hill;
7 But O for the touch of a vanished hand,
8 And the sound of a voice that is still!

9 Break, break, break,
10 At the foot of thy crags, O Sea!
11 But the tender grace of a day that is dead
12 Will never come back to me.
10. Which words rhyme in each stanza of the poem?

F  The last words in the first and fourth lines
G  The last words in the first and third lines
H  The last words in the second and fourth lines
J  The last words in every line

11. How many stanzas does this poem contain?

A  Four
B  Two
C  Three
D  One

12. Read lines 11 and 12.

11  But the tender grace of a day that is dead
12  Will never come back to me.

These lines suggest that

F  the poet has lost something
G  once a day is over, it cannot be lived again
H  ships have sunk at sea
J  the poet is happy and graceful
13. What is the meaning of the word *utter* in line 3?

A  part of a cow  
B  to taste  
C  to feel  
D  to speak  

14. What is emphasized by the repetition of the word “break” in the poem?

F  The loud pounding of the waves  
G  The cracks in the rocks  
H  The ocean floor  
J  The sounds the seagulls make
Stage Secrets

1. The children clapped wildly as the curtain fell at the end of *Dr. Davis’s Code*. The play had ended happily. Quick-thinking Dr. Davis had solved the mystery.

2. Ms. Sanchez shook her head in wonder. Her students, who were often noisy and wiggly, had been glued to their seats throughout the performance. Even Caren and Pedro had sat still! Toward the end of the play, Lisa had tried to say something to Pedro. He quickly shook his head, waved her away, and kept his eyes on the stage. Ms. Sanchez had never seen him do anything like that before.

3. As a special treat, the class was invited backstage to meet Dr. Davis. A stagehand named Joe, followed closely by Pedro and Caren, led the way up the stairs.

4. In the cluttered costume room, there seemed to be clothing and props everywhere. The children first met Mrs. Elton, who was fixing a ripped pocket. Behind Mrs. Elton, a brown-haired young woman was hanging up Dr. Davis’s clothes. Pedro’s dark eyes opened wide. “You’re not Dr. Davis, are you?” he asked. He just couldn’t believe what he was seeing.

5. The young woman gave Pedro a friendly smile. “No, my name is Jenny Webb. I play the part of Dr. Davis.”

6. Caren was full of questions. She asked, “How do you make yourself look like someone else?”

7. “I’ll show you how I do it,” Jenny said. The class gathered around and watched Ms. Webb grow old. First, she relaxed and made herself comfortable in a big chair in front of a huge mirror. Then she took tubes and bottles out of a box. Next, she covered her face with pale makeup and drew gray wrinkle lines over the makeup. Finally, she covered her hair with a white wig. Her disguise was complete. In only a few minutes, she looked 40 years older.

8. “That’s amazing!” Pedro shouted. “You look exactly like Dr. Davis!”


10. All the students started asking questions. They wanted to know everything about putting on a play. Ms. Webb patiently answered every question they had. Finally, it was time to leave. The children said good-bye to Jenny Webb, thanked Mrs. Elton and Joe, the stagehand, and filed out of the costume room.

11. As they started back to school, the children were all talking at once. They wanted to put on their own play, and everyone was shouting out their ideas.

12. “Hold on a minute,” said a smiling Ms. Sanchez. “Please, just tell me one at a time.”
15. Which words in paragraph 4 help the reader know what cluttered means?

A  clothing and props everywhere
B  fixing a ripped pocket
C  hanging up Dr. Davis’s clothes
D  Pedro’s dark eyes opened wide

16. Which sentence shows how Pedro feels about Ms. Webb’s makeup?

F  Even Caren and Pedro had sat still!
G  “You’re not Dr. Davis, are you?”
H  “That’s amazing!”
J  The young woman gave Pedro a friendly smile.

17. Jenny Webb covered her face with pale makeup after

A  Pedro said she looked like Dr. Davis
B  she took tubes and bottles out of a box
C  she covered her hair with a white wig
D  she drew gray wrinkle lines over her makeup

18. What is paragraph 7 mostly about?

F  The steps Jenny took to put on stage makeup
G  How the class gathered around Jenny
H  A comfortable chair
J  An amazing disguise
19. Read paragraph 11 from the selection.

11 As they started back to school, the children were all talking at once. They wanted to put on their own play, and everyone was shouting out their ideas.

Why do you think the children wanted to put on their own play? Use details and information from the story to support your answer.

20. Which of the following is the best summary for this selection?

A Ms. Sanchez’s class went to see a play named *Dr. Davis’s Code*. They were well-behaved during the performance. Pedro and Caren paid close attention and were not noisy or wiggly at all. Later they saw a cluttered costume room. They asked a lot of questions and Ms. Sanchez was happy.

B Ms. Sanchez’s class got to go backstage to the costume room after watching the play, *Dr. Davis’s Code*. They went into the cluttered costume room. Jenny Webb put on stage makeup. It didn’t take long for her to make herself look 40 years older. Pedro thought she looked exactly like Dr. Davis.

C Jenny Webb put on stage makeup that made her look 40 years older. The students in Ms. Sanchez’s class asked a lot of questions about putting on a play. They went back to school after saying good-bye to Jenny, Mrs. Elton, and Joe, the stagehand.

D Ms. Sanchez’s class enjoyed watching a play called *Dr. Davis’s Code*. They were well-behaved during the performance. As a special treat, they were invited backstage to the costume room. They met several people, including Jenny Webb, who played the part of Dr. Davis. After watching Jenny put on stage makeup the students asked her a lot of questions. Ms. Sanchez was happy that her students wanted to put on a play of their own.