

Read the poem and answer the questions.

## A Walk

by Judy Rosenbaum

He pulls at his leash,  
and his leash pulls me.  
Under the charcoal sky  
we run through the rain.  
As his paws splash upward like glassy splinters.  
Dampness beads on his fur,  
until he shakes himself  
fast fast fast.  
Then the sky and his fur  
both rain on me,  
and the loudest sound is  
my laughter.



1. The author says: **We run through the rain.**

Which characters does the word **we** refer to?

- A. a child and his dog
  - B. a brother and sister
  - C. a child and parent
  - D. a girl and her friend
2. What is the weather in the poem?
- A. cloudy
  - B. rainy
  - C. snowy
  - D. windy

3. What is the dog's reaction to the rain?

- A. barking loudly
- B. begging for treats
- C. running fast
- D. shaking quickly

4. The author uses the phrase, "*Under the charcoal sky*" in this poem. What does this phrase describe about the setting of the poem?

- A. cloudy skies
- B. snowfall
- C. sunny day
- D. windy conditions

5. In the poem, the boy states that the loudest sound is his laughter. How would you describe his feelings?

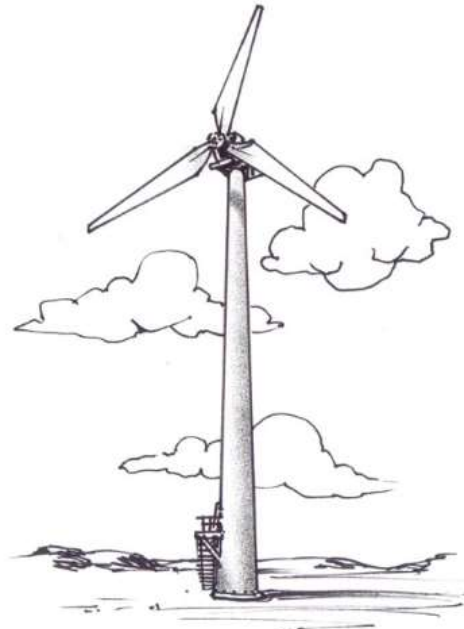
- A. happy
- B. nervous
- C. scared
- D. silly

*Windmills were an important part of life for hundreds of years. Most disappeared when steam, gas, and electric engines came along. But now windmills are popping up all over the world. Read the article to find out why windmills are so important.*

## Using the Power of the Wind



A Dutch windmill from the 1700s



A modern wind turbine

1 Sometimes the wind is just a little breeze that ruffles your hair. Sometimes it's a roaring gale strong enough to uproot trees and tear off roofs. For thousands of years, people have looked for ways to use this powerful force of nature.

2 Windmills were wind-powered machines that turned millstones, huge stone wheels that were used for grinding wheat into flour. They first appeared in Europe around 1200. Before that, the hard work of turning the heavy millstones was done by people or animals. It was backbreaking, boring work; the millstones had to be turned for hours on end, day after day.

3 The windmill freed people from this exhausting work. As the wind blew, it turned the huge blades of the windmill. The blades were attached to a shaft, which was connected to gears, wheels, and the millstone. As the blades turned, the stone turned. This same setup of blades, shaft, and gears could also be used to power water pumps, huge saws, and other machines.

### **What Makes Wind Blow?**

4 Of course, if the wind wasn't strong enough, the blades will not turn. That is the main problem with using wind as a source: it is not always the same. Wind can be strong or weak, steady or gusty. It might change direction or die down. Wind is created as the sun warms the earth. As the earth warms, the air just above it grows warm, too. It expands and rises. Cooler air from above rushes down to take its

place. That movement is the wind. Different parts of the earth grow warm and cool off at different rates, so wind is uneven.

5 Wind did not always give steady power, but windmills were still valuable. Until the arrival of the steam engine in 1900, they were the most powerful machines around. Two hundred years ago, they dotted the land in Europe. There were 10,000 windmills in Holland. In the western United States, there were six million windmills. They were used to pump water from deep below the dry ground.

### **What's Old Is New Again**

6 Most of those American windmills are gone now. They were replaced by electric and gas engines after the 1940s. Now gas and electricity are disappearing and are more expensive. Some people are turning again to the windmill as a source of energy. The blades of the windmill can power a machine that makes electricity. Wires carry the electricity to cities and towns.

7 Today's windmills look very different from those that turned millstones in Europe. They have a new name, too. They are called wind turbines. The blades of a wind turbine look like giant airplane propeller. The round part of the windmill that held all the gears and the millstone has been replaced by poles that soar two hundred feet into the air. There may be hundreds or thousands of these on a "wind farm."



### **Problems with Wind Turbines**

8 Many people think that wind power is the best source of energy for the future. However, some disagree. People who live close to wind farms are often bothered by the noise the wind machines make. At times it can be quite loud. The sight of hundreds of wind machines across a field disturbs some, too. In addition, wind turbines can affect wildlife. There have been cases where birds were killed by machines. Birds cannot see the whirling blades, and sometimes they fly into them.

9 The owners of wind farms must work to correct these problems. They must be careful when they choose where to locate the wind machines. They must be sure not to place them too close to houses. They must also be sure not to place them on the flight paths of birds that migrate. Engineers are constantly working to make the turbines quieter.

10 The future of wind energy is not clear. Will people decide that the bad effects of wind farms are worth it? Using energy made by wind machines is good for the earth. It helps people depend less on gas, oil, and coal. These all produce air pollution. Time will tell whether wind turbines are here to stay, or if they will disappear like the windmills of old.

**Directions:** Answer the following questions. You may look back at the selection as often as needed.

6. Why did windmills first appear in Europe?

- A. to capture a natural resource for use later on
- B. to help the environment
- C. to make electricity
- D. to turn millstones

7. How does a windmill work?

- A. wind turns blades, shaft turns gears and wheels, wheels turn millstones
- B. wheels turn millstones, shaft turns gears and wheels, wind turns blades
- C. wheels turn millstones, wind turns blades, shaft turns gears and wheels
- D. shaft turns gears and wheels, wind turns blades, wheels turn millstones.

8. Why was the windmill *originally* an important tool?

- A. It controlled the wind.
- B. It helped people with difficult work.
- C. Windmills kept people from getting injured.
- D. Windmills were best for the environment.

9. In paragraph 4 the author talks about why wind blows.  
What causes wind?

- A. cloud movement due to Earth's
- B. falling temperatures after a rainstorm
- C. sun warming the Earth
- D. rain and storms

10. What invention(s) replaced the windmill as a source of energy?

- A. electricity
- B. engines
- C. pumps
- D. telephone

11. Why would people want to use windmills *now* as a source of energy?

- A. better for the environment
- B. louder than oil or solar power
- C. quiet source of energy
- D. repairs are usually not needed

12. What problems must be considered before locating a wind farm?

- A. cost to customers and noise
- B. danger to wildlife and noise
- C. danger to wildlife and repair problems
- D. repair problems and noise

13. What was the author's purpose in writing this selection?

- A. to entertain
- B. to inform
- C. to persuade
- D. to predict

14. Why did the author use bold headings in the selection?

- A. to describe the important pictures and illustrations
- B. to explain the main idea of the article
- C. to highlight important topics discussed in each section
- D. to point out the main idea of each paragraph

15. Determine the meaning of the underlined phrase.

Walking to lunch with his class, Andy said, "I am as hungry as a bear."

- A. Andy was feeling extremely hungry.
- B. Andy wanted to eat berries and honey.
- C. Andy wanted to eat a large quantity of meat.
- D. Andy want to eat bear for dinner.

16. Determine the meaning of the following simile.

*Her cheeks were as rosy as an autumn sunset.*

- A. She was cool and crisp.
- B. Her face looked like a sunset..
- C. She had pink cheeks.
- D. She was as pretty as a sunset is beautiful.

17. Determine the meaning of the following metaphor.

*"What a bear!" Lamar muttered as his boss slammed the door.*

- A. The boss is hungry.
- B. The boss is angry hard to deal with.
- C. The boss is large like a bear.
- D. The boss is wild.

18. The meeting was held biweekly.

Use the prefix to determine how often the meeting would be held.

- A. Every two weeks
- B. Three times a week
- C. Once a week
- D. Determined by the weekly calendar

19. Read the following sentences and determine what the suffix “**arium**” means.

- Alexis went to the **aquarium** to learn more about marine life.
- Jawan could not wait to go to the **planetarium** to study space.

- A. too much
- B. away from
- C. a place for
- D. state of

20. Read the following sentences and determine what the prefix “**under**” means.

- Mom was **underwhelmed** by my attempt to make up for my poor report card by cleaning the kitchen
- Samari was worried the teacher would think she was an **underachiever** because of her poor test score.

- A. too much / greater
- B. reduce / away from
- C. state of
- D. two little / below

21. Use Context Clues to identify the meaning of the underlined word.

The **affluent** woman exited the expensive sports car and gave money to the poor children standing nearby.

- A. nice
- B. hungry
- C. rich
- D. sweet smelling



22. Use Context Clues to identify the meaning of the underlined word.

*Her mother's ancestors, including her great grandparents, came from France many years ago.*

- A. cartoon
- B. family
- C. lunch
- D. friends

23. Use Context Clues to identify the meaning of the underlined word.

*We looked at the atlas to find India.*

- A. map
- B. pencil
- C. clouds
- D. desk

24. There is simply \_\_\_\_\_ much to do!

- A. too
- B. to
- C. two

25. My mother bought \_\_\_\_\_ popsicles, one for each of us.

- A. too
- B. to
- C. two

26. I have to go \_\_\_\_ the store to buy apples.

- A. too
- B. to
- C. two

27. \_\_\_\_\_ house is always messy!

A. Their

B. They're

C. There

28. I have always wanted to go \_\_\_\_\_.

A. their

B. they're

C. there

# Grade 4

## Unit 2 Assessment Breakdown

	<b>Answer</b>	<b>CCSS</b>	<b>DOK Level</b>	<b>Skill</b>
<b>1</b>	A	RL.4.1	2	Infer
<b>2</b>	B	RL.4.1	2	Infer
<b>3</b>	D	RL.4.1	1	Recall
<b>4</b>	A	RL.4.4	2	Use Context
<b>5</b>	A	RL.4.3	2	Draw Conclusions
<b>6</b>	D	RI.4.1	1	Recall
<b>7</b>	A	RI.4.3	1	Recall
<b>8</b>	B	RI.4.1	1	Recall
<b>9</b>	C	RI.4.1	1	Recall
<b>10</b>	B	RI.4.1	1	Recall
<b>11</b>	A	RI.4.1	2	Draw Conclusion
<b>12</b>	B	RI.4.1	1	Recall
<b>13</b>	B	RI.4.2	2	Draw Conclusion
<b>14</b>	C	RI.4.5	3	Assess
<b>15</b>	A	L.4.5a	2	Interpret
<b>16</b>	C	L.4.5a	2	Interpret
<b>17</b>	B	L.4.5a	2	Interpret
<b>18</b>	A	L.4.4b	3	Apply Prefix
<b>19</b>	C	L.4.4b	3	Apply Prefix
<b>20</b>	D	L.4.4b	3	Apply Prefix
<b>21</b>	C	L.4.4a	2	Context Clues
<b>22</b>	B	L.4.4a	2	Context Clues
<b>23</b>	A	L.4.4a	2	Context Clues
<b>24</b>	A	L.4.1g	1	Use Correct Word Choice
<b>25</b>	C	L.4.1g	1	Use Correct Word Choice
<b>26</b>	B	L.4.1g	1	Use Correct Word Choice
<b>27</b>	A	L.4.1g	1	Use Correct Word Choice
<b>28</b>	C	L.4.1g	1	Use Correct Word Choice