

Review,
Practice,
& Mastery of

Grade 4

CALIFORNIA

ENGLISH/LANGUAGE ARTS

STANDARDS



Review,
Practice,
& Mastery of

CALIFORNIA ENGLISH/LANGUAGE ARTS STANDARDS

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For the Student

This book will help you review, practice, and master the California English/Language Arts Content Standards. Here are the steps to follow to use this book.

1. Take the Tryout Test and check your answers. Use the chart at the bottom of this page to find out your strengths and weaknesses in the areas covered. Don't be discouraged if you don't get all the answers right or if you don't understand some questions. Remember the questions that are hard for you to answer. They will be the types of questions you need to work on the most.
2. Work through the lessons that follow the Tryout Test. Each lesson provides a review as well as practice questions based on the content standards. Each lesson ends with a short mastery test to reinforce your learning. As you go, complete the "Charting Your Progress" chart on page 112 of this book.
3. After completing all six lessons, take the Final Mastery Test. Your score on this test will show your understanding of the content standards.

By following the steps outlined above, you will increase your mastery of the California English/Language Arts Content Standards.

Lesson	Tryout Test Items	Final Mastery Test Items
1 Vocabulary	1, 2, 3, 4, 5, 6, 7, 8, 9	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
2 Text Structures	10, 11	12, 13
3 Reading Comprehension	12, 13, 14, 15, 16, 17, 18, 19	14, 15, 16, 17, 18, 19, 20, 21
4 Understanding Literature	20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30	22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32
5 Language Conventions	31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43	33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45
6 Writing Strategies	44, 45, 46, 47, 48, 49, 50	46, 47, 48, 49, 50



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Tryout Test

Directions: Read this information about two tricksters and some tales told about them. Then answer the questions.

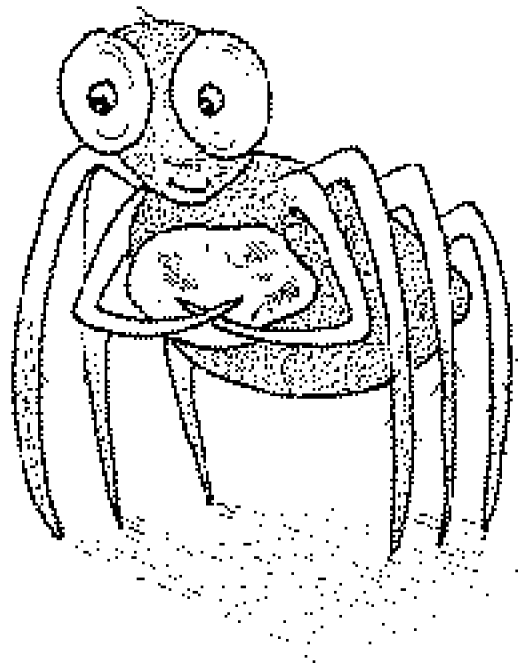
Ananse the Spider

Ananse the Spider is a clever little creature in many African and Jamaican stories. He does not like to work too hard, so he is always looking for ways to find food or help from other, bigger animals. Sometimes Ananse does magic tricks, like turning other animals into stones. Many times he gets away with things, such as when he steals eggs from Alligator. Sometimes he is punished, though. One time Ananse stole food from the fields his wife had planted. He became caught on a sticky scarecrow and could not free himself.

Pedro Urdemales

Pedro Urdemales is a character in many Mexican and Latin American stories. Pedro was poor and hungry when he was young. But he learned to be very good at tricking the rich and powerful to attain what he needed. Sometimes Pedro steals things, such as rich landowners' farm animals, and sometimes he is caught. Most of the time, though, he is just more clever than his greedy victims. He might sell a squash by saying it is a horse's egg. He might convince a passerby to trade a real horse for a carved wooden burro.

- 20 You can tell from these descriptions that a trickster is someone who—
- Ⓐ uses his cleverness to trick someone bigger or more important.
 - Ⓑ makes things magically disappear.
 - Ⓒ is told about in only one part of the world.
 - Ⓓ has a lot of friends who help him do his tricks.
- 21 Which of these statements about trickster tales is NOT true?
- Ⓐ A trickster may be a person or an animal.
 - Ⓑ A trickster sometimes steals things.
 - Ⓒ Trickster tales are told in only one part of the world.
 - Ⓓ A trickster is usually smarter than his victims.



Directions: Read the story, and then answer the questions.

The Ant and the Dove

There was once an ant who decided to take a drink from a river. She fell into the water, however, and could not get out. The water was carrying her far away from home.

Then a dove saw the ant and felt sorry for her. The dove threw a small branch into the river, and the ant grabbed on to it and floated toward the shore.

The ant then noticed a hunter aiming his rifle at the dove. The ant quickly bit the hunter on the foot, as hard as she could. This distracted the hunter so much that he missed the dove, and so the dove's life was saved.

Moral: Little friends can be great friends.

22 This story is a—

- Ⓐ myth.
- Ⓑ fable.
- Ⓒ fairy tale.
- Ⓓ legend.

23 You can tell what kind of story this is because—

- Ⓐ it has one human person in it.
- Ⓑ it is set in the past.
- Ⓒ the animals talk to each other.
- Ⓓ it has a moral.

Directions: Read this part of a poem, and then answer the questions.

from **Daffodils**
by William Wordsworth

- 1 I wandered lonely as a cloud
- 2 That floats on high o'er vales and hills,
- 3 When all at once I saw a crowd,
- 4 A host, of golden daffodils,
- 5 Beside the lake, beneath the trees,
- 6 Fluttering and dancing in the breeze.



24 The figurative language in line 1 of the poem is—

- Ⓐ a simile.
- Ⓑ a metaphor.
- Ⓒ personification.
- Ⓓ hyperbole.

25 The figurative language in lines 3 and 6 of the poem is—

- Ⓐ a simile.
- Ⓑ a metaphor.
- Ⓒ personification.
- Ⓓ hyperbole.

Go On →

Text Structures

- Compare and Contrast
- Cause and Effect
- Chronology and Sequence
- Proposition and Support

Compare and Contrast

Review Standard 2.1 When you **compare**, you find *similarities*; when you **contrast** things, you find *differences* between them.

Try It In the selection below, Serisa compares and contrasts two board games. As you read, underline words that show similarities; circle words that show differences. (See the *Word Watch* box for lists of both types of words.) Two examples are done for you.

Word Watch

Authors use these words to show **comparisons**:

like, alike, both, the same, similar

Authors use these words to show **contrasts**:

or, but, unlike, different, instead of, on the other hand, rather than, however

Chess or Checkers

by Serisa

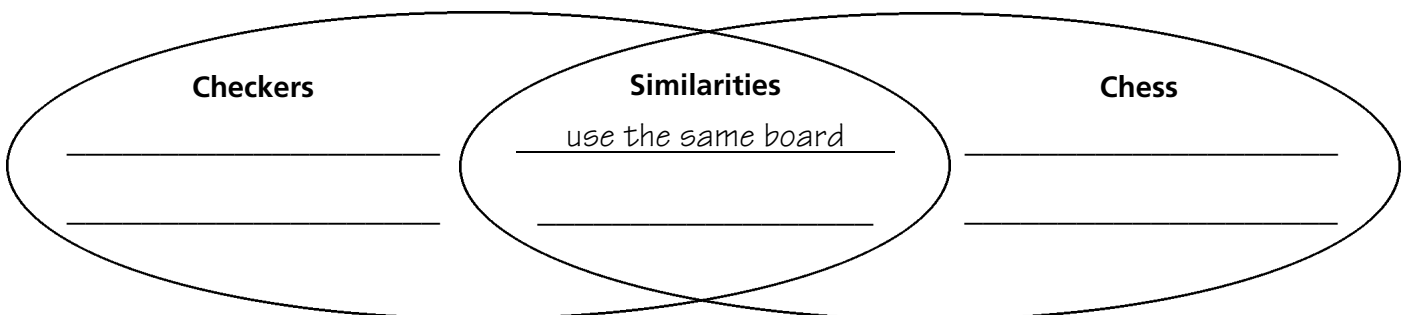
My friend Pablo and I are having an argument about which is better, checkers or chess. The games have some similarities. They both use the same board, which is divided into 64 dark and light squares. My board has alternating red and black squares. Both games are also two-person games. Besides these similarities, however, the games couldn't be any more different.

The pieces (or men) in checkers are round disks in two colors: dark and light. How boring! Chess, on the other hand, has a variety of pieces including pawns, castles, kings, and queens.

The moves that the pieces take are also different. In checkers, the pieces can move only diagonally. In chess, the pieces have unique ways of moving.



Diagram It A Venn diagram is a good way to compare and contrast. Put similarities in the middle where the circles meet; put differences on either side. One similarity has been done for you. Fill in the other blanks with information from the selection.



Cause and Effect

Review Standard 2.1 When looking for **cause** and **effect**, you are looking for the reason things happen or how things came to be the way they are.

Try It In the selection below, Serisa explains why Pablo doesn't like playing chess. Review the cause and effect words in the *Word Watch* box. Then underline the sentences where Serisa uses cause and effect.

Word Watch

Words used to describe a **cause** are

- why, how,*
- for what reason,*
- how can that be*

Words used to describe an **effect** are

- because, as, for,*
- due to, for this reason,*
- on account of*

Pablo and Chess

by Serisa

As you can probably tell from my earlier piece, I like chess better than checkers. But I couldn't understand why Pablo wouldn't play chess with me. So one day I asked him, "Why don't you like to play chess?"

"Never mind," he replied.

Well, that is no answer. If you know me, I never let such things go. I kept after him. Finally I pestered the reason right out of him.

"If you must know why," Pablo scowled, "it's because my sister taught me how to play chess."

"That's the reason you don't like chess?" I asked.

"She always beats me."

"So, you're afraid I will beat you, too?"

"Well, how would you feel if every time you played a game you lost!"

That's when I got the idea. "How about I help you beat your sister?"

"You could do that?" Pablo asked, enthusiasm building.

"Let's give it a try," I replied.

That's how I created a monster. Because of my brilliant idea, Pablo's always asking me to play. More often than not, he wins. Did I mention, I think Pablo's sister is a little upset with me!

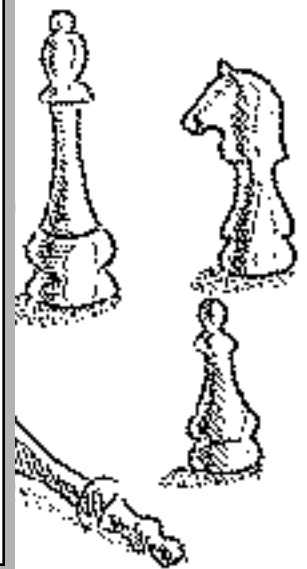


Diagram It

A two-column chart is a good way to diagram cause and effect relationships.

Fill in the blank places in the chart with information from the story.

Cause	Effect
	Pablo doesn't like playing chess.
Serisa teaches Pablo to play chess better than his sister.	

Chronology and Sequence

Review Standard 2.1

Chronology and **sequence** refer to the order in which things happen. Many descriptive pieces of writing follow chronological order. This means that the earliest events are described first, then later events follow.

Try It

Look at Ted's description of a typical morning. As you read, underline all the time sequence words. An example is done for you. See the *Word Watch* box for examples of time sequence words.

How I Get Ready for School

by Ted

At 6:00 a.m., my clock radio goes off. I like to listen to music as I wake up. I also listen to the news to find out if a foot of snow fell overnight—maybe, just maybe, school will be cancelled! After I listen to the weather, I go back to sleep. Around 7:00 my dad starts bugging me to get up. I stay in bed until the last minute. Then I get up and get dressed. After a quick breakfast, I brush my teeth and put on my shoes, coat, gloves, and hat. Then I pick up my backpack, which weighs a ton, and walk to the bus stop. Some days my dad and our dog walk with me. Around 7:35 the bus comes. I say goodbye to my dad and the dog and find a seat on the bus.

Word Watch

Reading for Chronology and Sequence

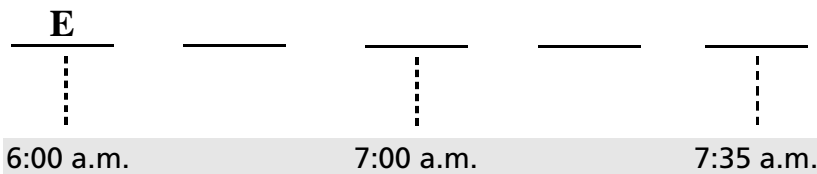
Look for time sequence words as you read for chronology. Here are some of the words to look for.

- *first, second, third, etc.*
- *then, next, later*
- *after, finally*
- specific times
- specific dates

Chart It

A timeline is a good way to show time sequence. Put the events from Ted's writing in chronological order. Place the letter for each event on a blank line. One event has been done for you.

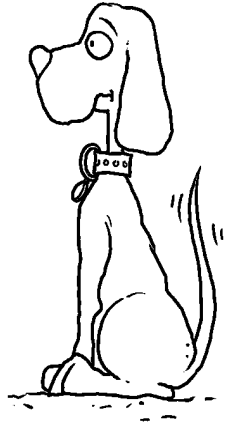
- | | |
|---------------------------------------|-------------------------------|
| A go back to sleep | D catch the bus |
| B put on coat, gloves, and hat | E radio alarm goes off |
| C dad starts bugging me | |



Proposition and Support

Review Standard 2.1 A **proposition** is an idea or opinion that a writer wants you to agree with. **Support** is the reasons or information the writer gives so that you'll agree. An example of a proposition is, "Families should set limits on the television they watch." A supporting reason might be "This would give families more time to do other things together, like go on picnics or play board games."

Try It Read the letter to the editor below twice. The second time through, circle the writer's proposition. Underline information that supports the proposition.



Remember...

The **proposition** is the idea or opinion that the writer wants the audience to accept. So usually the writer presents it early in the passage, in the first or second sentence.

The Daily Chronicle

Vol. 12

Dear Editor:

An exciting plan that many other cities have adopted would work very well in our town. The plan is this: Turn one of the small, underused parks in the city into a park for people and their dogs. In fact, there is a park like this in Chicago called "Wiggly Field," and it is extremely popular.

There are many positive reasons for creating a park specifically for dogs and their owners. First of all, dog parks allow pets and people to get good exercise. Many dogs are cooped up all day in small apartments. If there is a yard where they live, it is often too small for dogs to really get the exercise they need. Allowing dogs to run in a large park would guarantee that they get enough exercise. Humans would also benefit by running and playing with their dogs.

Even people who don't have dogs could enjoy the dog park. Sometimes allergies or living arrangements prevent people from

having pets. These people could come to the park and benefit from the interaction they'd have there with the dogs.

Finally, encouraging dogs and their owners to use one park designed for them would decrease the number of dogs at other parks. This way, people who prefer not to be around dogs would be able to visit parks without encountering the animals.

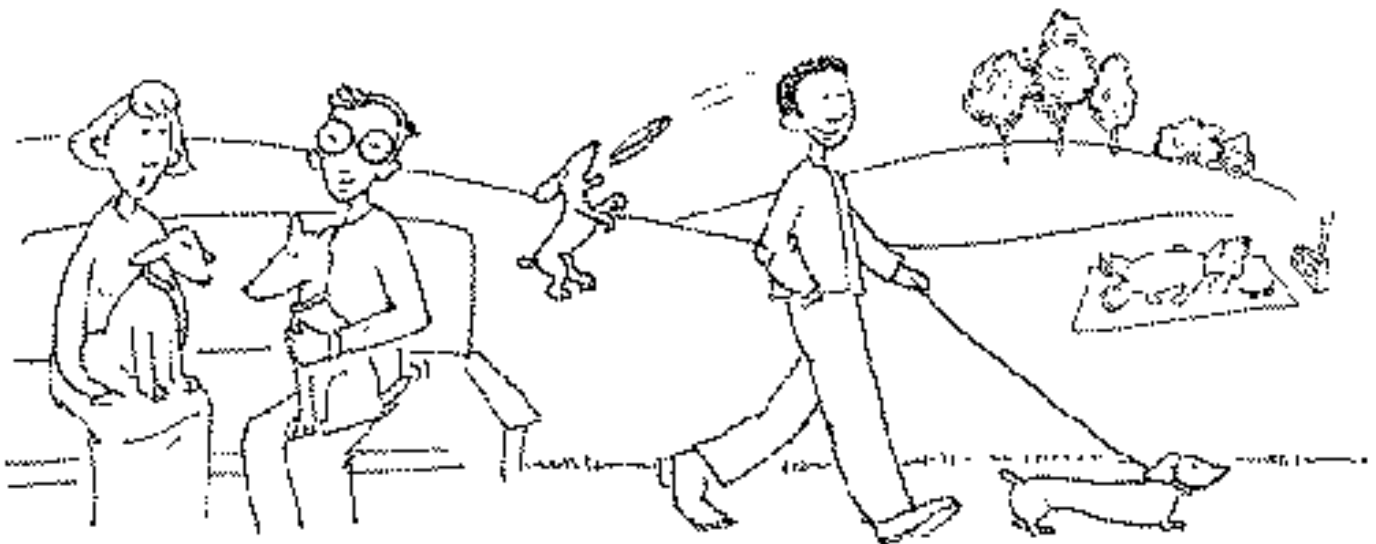
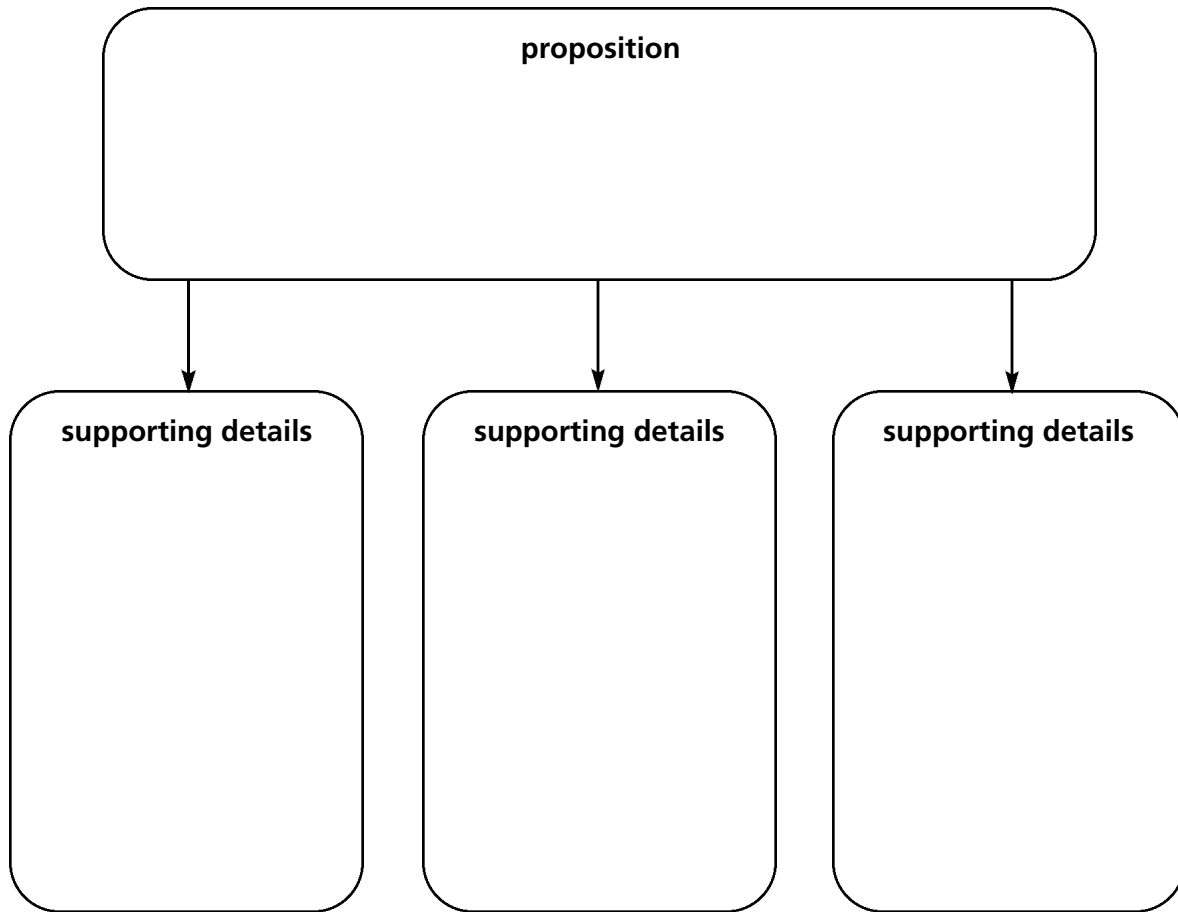
Creating a park with dogs and owners in mind would be a great benefit to our city. The park would benefit not only dogs and their owners, but also other people who either like to be around dogs or prefer not to deal with them. Let's do a favor for everyone in the community by creating a dog park.

Sincerely,
 Jermaine Shepherd
 Local Dog Lover

Go On →

Proposition and Support *continued*

Web It A web like the one below is a good way to diagram proposition and support. Write the proposition from the passage in the big box. Then find three supporting details and add them in the boxes on the right.



Mastery Test 2

Estimated time: 25 minutes

Directions: The passage below contains examples of comparison and contrast, cause and effect, and chronology. Label each of the five underlined sections with the term that best describes it. Some terms may be used more than once. An example has been done for you.

Terms

compare and contrast

cause and effect

chronology

In the early 1800s, when Maria Mitchell was born, young women were expected to marry and have children. Maria had different ideas, though. Like many girls, Maria went to school to learn to read and write. But she also became very interested in math and science. She studied these subjects so eagerly that when she was seventeen she opened up her own school. Maria's father encouraged her interests. He taught her how to use his telescope to look at the stars and planets. Before long, Maria fell in love with the science of astronomy.

After Maria's school closed, she worked in a library. But every night she studied the sky through her telescope. One night in 1847, Maria saw a "star" where she had not seen one before. She looked the next night, and the "star's" position had changed. Maria realized that she had spotted a comet. This discovery made her famous. The king of Denmark gave her a gold medal for her contribution to science. And in the following year Maria was elected the first woman member of the American Academy of Arts and Sciences.

In 1865, not long after Vassar College opened, Maria was asked to be a teacher there. The school had a large telescope, which both Maria and her students used. As a teacher at Vassar, Maria continued her research. She studied the surfaces of Saturn and Jupiter, and in 1878 traveled 2000 miles to Colorado to witness an eclipse.

1 chronology

2 _____

3 _____

4 _____

5 _____

Go On →

Mastery Test 2

- 6 Label the following sentences *M* for main idea or *S* for supporting detail.

_____ The king of Denmark rewarded Maria Mitchell for her contributions to science.

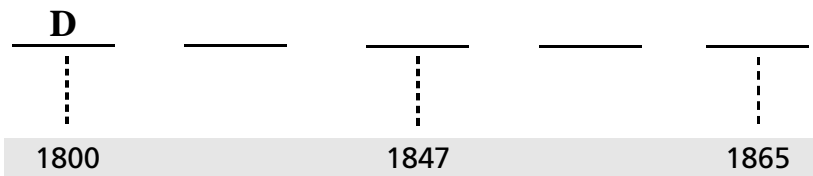
_____ Maria Mitchell was elected the first woman member of the American Academy of Arts and Sciences.

_____ Maria Mitchell was not willing to accept the traditional role for women.

_____ Maria Mitchell traveled 2000 miles to see an eclipse.

- 7 Put the events from Maria Mitchell's life listed below in chronological order. Place the letter for each event on a blank line. One event has been done for you.

- | | |
|------------------------------------|--------------------------------------------|
| A Maria opens her own school. | D Maria is born. |
| B Maria discovers a comet. | E The King of Denmark gives Maria a medal. |
| C Maria begins to teach at Vassar. | |



- 8 Complete the cause and effect chart with details from the selection.

Cause	Effect
<i>Maria's father shows her how to use her telescope.</i>	
	<i>Maria is given a medal by the king of Denmark.</i>

- 9 The selection about Maria Mitchell does not have a title. The title of a piece is another way to state the main idea. Which of the choices below would make the best title for the selection?

- Ⓐ How to Find a Comet
- Ⓑ A Medal from the King
- Ⓒ The Discovery of a Comet
- Ⓓ Maria Mitchell's Remarkable Career



Total Correct: _____ / 9