

Theme Test Grade 4
Theme 1 - Journeys

Total Number of Students Taking Test: _____

Reading Strategy

Question # 1: Predict/Infer

What do you predict will happen to George and the cattle on the rest of the journey?

Performance Level	Tally of students scoring:	Number of students scoring:
4		
3		
2		
1		
0		

Question #2: Predict/Infer

What do you predict will happen when the cattle cross the river?

Performance Level	Tally of students scoring:	Number of students scoring:
4		
3		
2		
1		
0		

Comprehension Written

Question # 3: Comprehension/Critical Thinking

Why was George Saunders on a journey in this story?

Performance Level	Tally of students scoring:	Number of students scoring:
4		
3		
2		
1		
0		

Question # 4: Noting Details In the chart below, describe two things that make a cowboy's job difficult.

Performance Level	Tally of students scoring:	Number of students scoring:
4		
3		
2		
1		
0		

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Comprehension Multiple Choice

Tally of students scoring correct:	Number or percentage of students scoring:	Question Number and type
		<i>Question #5 Noting Details –What caused George to go on his first trail drive?</i>
		<i>Question #6 Comprehension/Critical Thinking –Why do you think cowboys with the least experience rode behind the herd?</i>
		<i>Question #7 Noting Details –Why was cattle driving important work?</i>
		<i>Question #8 Author’s Viewpoint –How does the writer probably feel about the cowboys of George’s day?</i>
		<i>Question #9 Text Organization–Why does the writer of this selection use subheadings, such as <i>A Hard, Dirty Job</i> and <i>End of the Trail</i>?</i>

Comprehension Written - Comparing Texts

Question # 10: Comprehension/Critical Thinking - George Saunders in “Along the Herd Highway and Cody in “Little Cookie” both have hard jobs. Describe how the difficulties they face are similar.

Performance Level	Tally of students scoring:	Number of students scoring:
4		
3		
2		
1		
0		

Theme Test Grade 4
Theme 1 - Journeys

Comprehension Multiple Choice

Tally of students scoring correct:	Number or percentage of students scoring:	Question Number and type
		<i>Question #11 Comprehension/Critical Thinking</i> —What is something that both Cody and George learn about trail life?
		<i>Question #12 Story Structure</i> –What is the lesson Cody learns at the end of “Little Cookie”?
		<i>Question #13 Author’s Viewpoint</i> –What is the author’s purpose for writing “Little Cookie”?