

Reading—Sample Content

Levels 14 and 15



Read the poem. Then answer the questions.

A Yarn Mystery

I found some rainbow scraps of yarn,
some paper, and some string.
I planned to make a special craft
on our sunny front porch swing.

I piled my yarn in fuzzy heaps
and sorted all the beads.
I realized I forgot my glue
and rushed inside with speed.

When I returned, my eyes grew wide;
I saw that my yarn was gone!
Who would take my treasure? I sighed.
Did the wind blow my yarn on the lawn?

With determination, I began my search,
marching through the bright green grass.
My eyes were like a microscope,
checking everything I passed.

I discovered my brother playing on the slide,
but he had no helpful clues for me.
My dad was planting roses in a pot;
He had only seen some honeybees.

Finally, I returned to our front steps
and plopped down on them in sad defeat—
but then a robin's chirping songs
brought me gladly to my feet.

For in the branches of a tree,
a robin had proudly built a nest.
It had used my fuzzy scraps of yarn
to make its home the very best.

With a happy grin pinned on my face,
I hurried inside without a grumbling word.
I got more fuzzy yarn to make my craft
and brought some extra for that busy bird.

What is the poem mostly about?

- ☒ a person solving a problem
- ☐ a person training a bird
- ☐ a person enjoying nature
- ☐ a person looking for a friend

This item assesses:

R.2.3 – Demonstrate understanding of the literal meaning of a passage through identifying stated information, indicating sequence of events, and defining grade-level vocabulary: initial understanding

Thinking Skill – Analyze Information—Identify Central Element: determine essence or main idea

4.RI.2 – Determine a theme of a story, drama, or poem from details in the text; summarize the text.

Which event in the poem helps the speaker know where the yarn went?

- ☐ The speaker asks her dad for help finding the yarn.
- ☒ The speaker sees the yarn after hearing a robin in a nest.
- ☐ The speaker talks to her brother about getting more yarn.
- ☐ The speaker finds the yarn when she looks for the glue.

This item assesses:

R.3.2 – Demonstrate comprehension by drawing conclusions; inferring relationships such as cause and effect; and identifying theme and story elements such as plot, climax, character, and setting: cause/effect

Thinking Skill – Analyze Information—Recognize Relationships and Patterns: identify patterns and the way elements are related

4.RL.1 – Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

This question has two parts. First, answer part A. Then, answer part B.

Part A

What can the reader tell about the speaker during the search for the yarn?

- ☐ The speaker thinks searching is fun.
- ☐ The speaker loses interest in searching.
- ☒ The speaker is careful in searching.
- ☐ The speaker turns searching into a game.

Part B

Which detail from the poem best supports the answer to part A?

- ☒ My eyes were like a microscope, / checking everything I passed.
- ☐ I discovered my brother playing on the slide, / but he had no helpful clues for me.
- ☐ My dad was planting roses in a pot; / he had only seen some honeybees.
- ☐ Finally, I returned to our front steps / and plopped down on them in sad defeat—

This item assesses:

R.3.5 – Demonstrate comprehension by drawing conclusions; inferring relationships such as cause and effect; and identifying theme and story elements such as plot, climax, character, and setting: story elements/character

Thinking Skill – Analyze Information—Identify Attributes and Components: determine characteristics or parts of something

4.RL.3 – Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

How does the reader know “A Yarn Mystery” is a poem?

- ☐ A setting is described.
- ☐ A conflict is resolved.
- ☒ A rhyming pattern is used.
- ☐ A main character is introduced.

This item assesses:

R.5.9 – Demonstrate awareness of techniques that enhance comprehension, such as using existing knowledge, summarizing content, comparing information across texts, using graphics and text structure, and formulating questions that deepen understanding: utilize structure

Thinking Skill – Analyze Information—Identify Attributes and Components: determine characteristics or parts of something

4.RL.5 – Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.