



Reading Toolkit: Grade 4 Objective 3.A.4.c

Student Handout: Reading: Grade 4 Objective 3.A.4.c

Standard 3.0 Comprehension of Literary Text

Topic A. Comprehension of Literary Text

Indicator 4. Use elements of poetry to facilitate understanding

Objective c. Identify and explain sound elements of poetry

Assessment Limits:

Rhyme, rhyme scheme

Alliteration and other repetition

Selected Response (SR) Item

Question

Read the poems titled '[Roller Coaster](#)' and '[Carousel](#)' and answer the following questions. Circle the letter of the correct answer.

Details suggest that the setting of each poem is *probably*—

- A. a state fair
- B. a family picnic
- C. school celebration
- D. a neighborhood party

Correct Answer

A. a state fair

Question

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Handouts

Roller Coaster

By Rebecca Kai Dotlich

C
R
A
W
L
SLOW and steady,
hold on,
get ready,
oh so
slow it climbs,
 turtling,
 turtling,
 turtling up,
you know the drill
of the thrill:
how it creeps
 crawls,
stalls
for a spell—
an almost-stop
on top—
 then WHOOOSSSHH,

d
o
w
n
 (into) the dip,
back up,
around,
hugging
the armored
humpback track;
claketyclaketyclaketyclack.

Carousel

By Rebecca Kai Dotlich

On thin golden poles
gliding up, sliding down,
a kingdom of horses
goes spinning around

*Jumper, Brown Beauty,
Dark Thunder, Sir Snow,*
a medley of ponies
parade in a row.

Settled in saddles,
their riders hold on
to reins of soft leather
while circling along

on chestnut or charcoal,
on sleek Arctic white,
on silver they gallop
in place day and night.

Such spinning is magic,
(to dream as you sail)
with lavender saddle
and ebony tail,

whirling to music
in moonlight, spellbound,
galloping, galloping,
merrily go round.