

Name \_\_\_\_\_

Grade 4 Reading

Date \_\_\_\_\_

Theme 1 Selection 3

“Finding the Titanic”

Read the selection, “Finding the Titanic”. Then, answer the following questions.

1. The author probably organized this story using chapters and dates to
  - a) show when the Titanic had sunk
  - b) explain why the Titanic was important
  - c) tell the Titanic’s story from two viewpoints
  - d) help the reader to understand the sequence of the story events
  
2. Which of the following is a subheading used in the selection
  - a) Chapter Two; April 10, 1912
  - b) From the control center, I could see what *Argo* saw.
  - c) Finding the Titanic, by Robert D. Ballard
  - d) pictures and photographs
  
3. This selection is an example of
  - a) poetry
  - b) narrative nonfiction
  - c) a folk tale
  - d) realistic fiction
  
4. The main idea of Chapter One is
  - a) as a boy, the author dreamed of finding the Titanic
  - b) a little girl named Ruth Becker tells her experience as a passenger on the Titanic
  - c) an underwater sled searches for the shipwrecked Titanic
  - d) the Titanic was once the largest ship in the whole world

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5. Why did Ballard's crew hold a moment of silence when they located the Titanic?
- a) They were thankful for finding the shipwreck.
  - b) The author's dream was about to come true.
  - c) They were excited.
  - d) They wanted to remember the people who had lost their lives on the Titanic.
6. Why do the subheading dates switch back and forth from the past to the present day?
- a) to show information about the Titanic's voyage and Ballard's expedition in an interesting way
  - b) to confuse the reader
  - c) to explain how and when the Titanic sunk
  - d) to teach readers about important dates
7. Read this sentence from the passage.
- "Suddenly an enormous black wall of steel loomed in front of us."
- What does the word loomed mean?
- a) very large
  - b) a device used to weave cloth
  - c) made a loud noise
  - d) appeared
8. Reread the last paragraph on page 95. What would you expect page 96 to tell about?
- a) how the Titanic sunk
  - b) what happened to Ruth Becker
  - c) returning to the Titanic on a future visit
  - d) where the Titanic was found
9. Based on the passage, what would Robert Ballard want future Titanic explorers to do?
- a) find a different shipwreck to explore
  - b) leave the Titanic undisturbed, as a monument to the people who died
  - c) bring objects up from the ocean floor that had sunk on the Titanic
  - d) bring the Titanic up and put it in a museum for everyone to enjoy



**Grade 4 Reading**  
**Theme 1 Selection 3 “Finding the Titanic”**  
**Answer Key and Eligible Content**

<u>Item</u> <u>Number</u>	<u>Answer</u>	<u>Descriptor</u>	<u>Assessment Anchor(s)</u>
1	d	Text Organization	R4.B.3.3.1
2	a	Text Organization	R4.B.3.3.1
3	b	Genre	R4.A.2.6
4	c	Main Idea / Supporting Details	R4.A.2.4.1
5	d	Cause / Effect	R4.B.1.1
6	a	Text Organiz. / Author's Purpose	R4.B.3.3.4 / R4.A.2.6.1
7	d	Vocabulary Development	R4.A.2.1.2
8	c	Predict / Infer	R4.A.2.3
9	b	Author's Purpose	R4.A.2.6.1
Open-ended Response		Inference	R4.A.2.3.1

**Open-ended Rubric**

**3 Points**

Student writes from Ballard’s point of view, using pronouns such as I, me, we, us, etc

Student includes feeling words that describe Ballard’s feelings upon discovering the Titanic.

Student includes 2 or more details from the passage that support Ballard’s feelings.

**2 Points**

Student writes from Ballard’s point of view, using pronouns such as I, me, we, us, etc.

Student includes feeling words that describe Ballard’s feelings upon discovering the Titanic.

Student includes only 1 detail from the passage that supports Ballard’s feelings.

**1 Point**

Student makes any one or more of the following errors

- does not write from Ballard’s point of view
- does not include feeling words to describe Ballard upon discovering the Titanic
- does not include any details from the passage that support Ballard’s feelings.

**0 Points**

Student response is inaccurate in all respects, is blank or illegible.