

Student Name

Ohio Achievement Tests





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Reading

Student Test Booklet March 2006

This test was originally administered to students in March 2006.

Not all items from the March 2006 administration will be released in this document. According to Ohio Revised Code (ORC) 3301.07.11: 4(b) . . . not less than forty percent of the questions on the test that are used to compute a student's score shall be a public record. The department (of education) shall determine which questions will be needed for reuse on a future test and those questions shall not be public records and shall be redacted from the test prior to its release as a public record.

This publicly released material is appropriate for use by Ohio teachers in instructional settings. This test is aligned with Ohio's Academic Content Standards for English Language Arts.

Acknowledgments

Reading

Selection 5: Tanya's City Garden

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Selection 6: River to the Sea

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Directions:

Today you will be taking the Ohio Grade 4 Reading Achievement Test. This is a test of how well you understand what you read. The test consists of reading selections followed by questions about each reading selection. Three different types of questions appear on this test: multiple choice, short answer and extended response.

There are several important things to remember:

- Read each reading selection to understand what it is about. You may look back at the reading selection as often as necessary. You may underline or mark parts of any selection.
- Read each question carefully. Think about what is being asked. If a
 graph or other diagram goes with the question, look at it carefully to
 help you answer the question. Then choose or write the answer that you
 think is best.
- 3. When you write your answers, write them neatly and clearly in the space provided using a pencil.
- 4. When you are asked to select the answer, make sure you fill in the circle next to the answer. Mark only one answer.
- 5. If you do not know the answer to the question, skip it and go on. If you have time, go back to the questions you skipped and answer them before you hand in your Student Test Booklet.
- 6. If you finish the test early, you may check over your work. When you are finished and your Student Test Booklet has been collected, you may take out your silent work.
- 7. When you finish the test, you may <u>not</u> go on to, or look at the mathematics or writing sections of the Student Test Booklet.

Items 1-7 have not been slated for public release in 2006.

On the March 2006 Grade 4 Reading Achievement Test, items 8-13 are field-test items, which are not released.

Items 14-26 have not been slated for public release in 2006.

Directions: Read the selection.

Tanya's City Garden

by Michelle Dionetti



Tanya leaned out her apartment window. She looked down to the cement alley below. The brick walls were old and dirty. The fire hydrant needed paint.

There was nothing good to look at. Tanya sighed and shook her head.

"Look, Ramon," she said to her brother. "Everything out there is gray!"

"What can YOU do about it?" he asked.

"I'm going to make a garden," said Tanya.

"In the cement?" hooted Ramon.

"Just wait and see!" said Tanya.

Tanya pulled a plastic rose out of the vase on her dresser. She put the rose in a jar. Then she grabbed a broom and took the vase down to the sidewalk.

The alley between the buildings was filthy. Tanya's broom stirred up swirls of dust. When the cement was clean, she put her rose in the middle of the alley.



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"What's that?" called Ms. Jones, leaning out of her window.

"It's a garden!" Tanya called back.

Ms. Jones studied the little flower. "So it is," she agreed. "If you'll come upstairs to my apartment, I'll give you something else for your garden."

Ms. Jones met Tanya at the door with a geranium in a pot.

"Oh, thank you!" exclaimed Tanya.

Tanya set the geranium next to the plastic rose. While she was admiring her garden, Gerald, the handyman, walked by. Gerald admired the garden, too. A twinkle came into his eyes. He smiled a mysterious smile.

Ramon's teacher, Ms. Metoyer, stopped on her way home from school. "Very good, Tanya!" she said. "That's showing initiative!"

Max, the artist, walked by. "What a nice splash of color in all this gray!" he cried.

The next morning, Tanya took a glass of water down to her garden. While she watered the geranium, Gerald came along the sidewalk, carrying something heavy. Grunting, he set it down.

"What a beautiful bench," said Tanya admiring the red paint. "Thank you."

Ms. Metoyer marched down the street. Behind her came Ramon's class. Each student carried something. One of the somethings was a long wooden box.

"May we put this planter in your garden and plant our seeds?" asked Ms. Metoyer.

Tanya clapped her hands. "That will make it a real garden!" she said.

The students put the planter across from Gerald's bench. They filled the planter with dirt, planted the seeds, and watered them.







"I have an idea," said Max the artist. He held a box of paints and a fistful of brushes. "You can't grow grass here," said Max. "And you can't see much sky. I'll paint you a view!"

With his paints, Max turned the brick apartment walls into a scene of hills and trees and sky. He let Ramon's class paint in flowers and bugs and birds.

Mrs. Primrose, the florist, came down the sidewalk pulling a wagon. In the wagon was a potted tree, which she placed near the bench.

Then down the street came Miriam Grand, the television executive. *Clip, clip went* the heels of her shoes. When she came to Tanya's garden, she stopped with a jerk.

"What's this?" she cried.

"It's a city garden!" chorused Tanya, Ramon, Ms. Jones, Gerald, Ms. Metoyer, Ramon's class, Mrs. Primrose, and Max.

"It's a story!" cried Miriam Grand. "It's news!"

And away she ran, her heels *clip-clip-clipping*, to call her office.

Soon a shiny car and a big van stopped at the end of the alley. Out of the car jumped the mayor of the city. Out of the van jumped a camera crew.

"Who started the garden?" they asked.

"Tanya!" everyone shouted, pushing her forward.

The mayor cleared his throat. The cameras started rolling.

"I present this Ribbon of Honor to Tanya," said the mayor, "as an award for beautifying the city!"

Tanya took the award in her hand and looked around her. The brick walls were no longer dirty. The alley was clean. The garden was beautiful to look at.

Then Tanya looked around at her neighbors and smiled.



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"Thank you, Mr. Mayor," she said, "but this is not my garden. It's our garden!"

She hung the ribbon on the fire escape. "So this award is for all of us," she cried. And Tanya's neighbors—her fellow city gardeners—cheered.

Directions: Use the selection to answer questions 27 - 35.

27.	Why c	loes Ta	nya c	decide	e to	mak	e a	garde	n?	,
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- O A. Ramon, her brother, keeps bothering her.
- O B. She does not see anything good out of her window.
- O C. Ms. Metoyer tells her she needs to be more creative.
- O D. She wants to be on television with the mayor.
- 28. At the beginning of the selection, the alley is dull and gray. Write four things that happen in the selection that change the way the alley looks. Write them in the order that they happen in the selection.

a. ____

b. ____

C.

d. _____

29. "The alley between the buildings was **filthy**. Tanya's broom stirred up swirls of dust."

Which word is an antonym for filthy?

- O A. empty
- O B. colorful
- O C. dirty
- O D. clean
- 30. How does Tanya get the garden started?
 - O A. with a plastic rose
 - O B. with a wooden box
 - O C. with a red bench
 - O D. with a geranium
- 31. "Gerald admired the garden, too. A twinkle came into his eyes. He smiled a mysterious smile."

What do these sentences tell us about Gerald?

- O A. He is bored with the garden.
- O B. He has an idea for the garden.
- O C. He thinks the garden is funny.
- O D. He is happy the mayor is coming.

- 32. Why do so many people help with the garden?
 - O A. They know Tanya is little and needs their help.
 - O B. They want to give away some of their old things.
 - O C. They would like to be on television.
 - O D. They like what Tanya is trying to do.
- 33. How does Tanya feel about her garden at the end of the selection? Use information from the selection to support your answer.

- 34. What is the theme of this selection?
 - O A. News stories are everywhere.
 - O B. Some things are easy to change.
 - O C. Friendships are important to make.
 - O D. One person can make a difference.



35. "Ramon's teacher, Ms. Metoyer, stopped on her way home from school. 'Very good, Tanya!' she said. 'That's showing **initiative**!'"

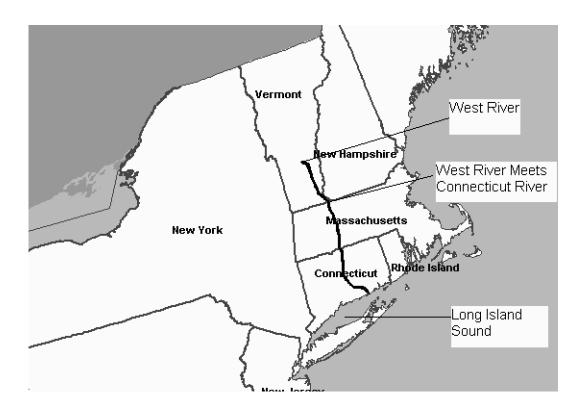
What does Tanya do that makes Ms. Metoyer say she is showing **initiative**?

- O A. Tanya says "Thank you" to Ms. Jones.
- O B. Tanya starts something new by herself.
- O C. Tanya looks out of her apartment window.
- O D. Tanya lets Ms. Metoyer's class plant seeds.

Directions: Read the selection.

River to the Sea

by Stephen R. Swinburne



I live beside the West River in Vermont. It's deep enough to swim in and as wide as a two-lane road. I've fished and skimmed stones on the West River. But I didn't know where it began or where it ended. I decided to find out.

Rivers often start in the mountains with no more than a trickle. Rain, melting snow, and water from springs have nowhere to go but down. As trickles follow the easiest paths down, they combine to form brooks. Brooks join to become streams, and streams meet to become rivers. As more and more water joins a river, it gets wider and deeper and faster.

That's what happens to the West River. I followed a map to learn this. I drove into the wooded hills about fifteen miles north of my house. I saw that the West River begins as a dribble, skinny as a pencil. By the time it reaches my town, it has become a river.

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Rivers work hard. They're great diggers. The swift current of a river is a watery shovel digging up pebbles, silt, and sand. Rivers are also carriers. They carry lots of rocks and sand downstream.

Rivers are great places to see fish, insects, and other wildlife. Lots of animals and birds live near rivers because there's a good food supply, plenty of drinking water, nesting places, and shelter. To see wildlife, I step quietly. I never know what might be around the next bend—a deer and fawn drinking, a family of ducks, a dragonfly skimming the water hunting mosquitoes. Rivers are a source of life to many creatures.

Most rivers eventually empty into the sea. Once again, I got into my car with a map, this time to see where the West River goes. I followed it through the countryside of southern Vermont to find that it merges with the wide Connecticut River. The Connecticut River flows out of Vermont, south into Massachusetts, then into Connecticut. It finally joins Long Island Sound and the Atlantic Ocean.

The river outside my door is connected to faraway places. It's neat to know that if I launched a sturdy boat into the river by my house, someday it might reach the open sea. That's the best thing about a river. It's water on the move, and it knows just where to go.

Directions: Use the selection to answer questions 36 - 43.

- 36. Where does the West River begin?
 - O A. Connecticut
 - O B. Vermont
 - O C. Massachusetts
 - O D. Long Island

- 37. According to the selection, how does a river become wider and deeper?
 - O A. by carrying lots of rocks downstream
 - O B. by adding more water from streams
 - O C. by moving very slowly
 - O D. by joining sounds and seas
- 38. "I live beside the West River in Vermont. It's deep enough to swim in and as wide as a two-lane road. I've fished and skimmed stones on the West River."

What phrase in these sentences is a simile?

- O A. beside the West River
- O B. deep enough to swim in
- O C. as wide as a two-lane road
- O D. fished and skimmed stones
- 39. What are two effects of the river's swiftly moving current?
 - a.
 - b. ____



40. Why did the author write this selection?

O A. to encourage us to take part in water sports in rivers and streams

O B. to entertain us with tales of his boyhood fun along the river

O C. to tell what he learned about a river from its beginning to its end

O D. to explain how a river becomes polluted and endangered

41. Which of these sentences is an opinion?

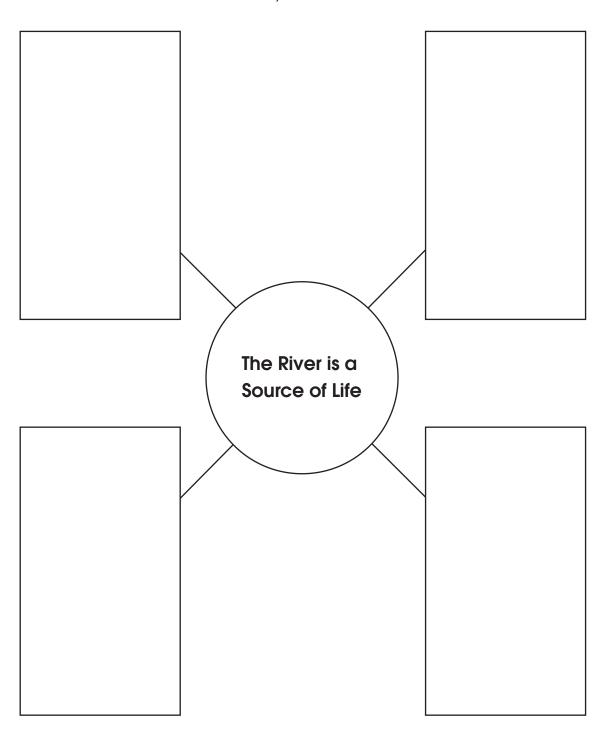
O A. "As trickles follow the easiest paths down, they combine to form brooks."

O B. "Rivers work hard. They're great diggers."

O C. "Rivers are also carriers. They carry rocks and sand downstream."

O D. "The Connecticut River flows out of Vermont, south into Massachusetts, then into Connecticut."

42. Complete the web with ways the river helps animals survive. Use information from the selection in your answer.





- 43. Which of these word pairs are synonyms from the selection?
 - O A. dribble and trickle
 - O B. wider and faster
 - O C. rain and snow
 - O D. diggers and carriers



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