Ohio Department of Education

Student Name _____

Ohio Achievement Tests

STOP

Do not place student label in space below. Place on back cover.

Reading

Student Test Booklet
May 2007

This test was originally administered to students in May 2007.

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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.

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Acknowledgments

Reading

Selection 1: The Parcel Post Kid

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Selection 3: Memory

From WORDS WORDS WORDS by Mary O'Neill. Copyright © 1966 Mary O'Neill.
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Selection 4: The Apple-Seed Man

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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:

1. 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.
2. 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.

R Reading

Directions: Read the selection.

The Parcel Post Kid

by Michael O. Tunnell

On a cold February morning in 1914, Leonard Mochel arrived for work. He was a railroad postal clerk and rode in the mail car that traveled between Grangeville and Lewiston, Idaho. But on this particular morning, he had more than his lunch with him. Accompanying him was his five-year-old cousin, Charlotte May Pierstorff.

When the postmaster saw May and her small traveling bag, he thought that Leonard was going to buy her a train ticket. Imagine his surprise when Leonard announced that he wanted to mail May to her grandmother in Lewiston!

May's train fare would have cost $1.55, a lot of money in those days. But May's parents had discovered that she could be mailed for only 53¢—if the post office would accept May as a package. Leonard thought it was a crazy idea, but he agreed to try.

We would never think of mailing a human being today, but things were different in 1914. For one thing, sending heavy packages by mail was something new, so who could guess what might be allowed? And in 1914, mail was carried in rolling post offices instead of in the bellies of airplanes or the backs of trucks. Postal

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clerks like Leonard Mochel would sort mail while trains traveled between towns. If May were mailed, she would have her cousin Leonard's company as well as a safe and comfortable place to ride.

When the postmaster checked his book of rules, he found several things that he could not mail. No poisons. No insects. No reptiles. Nothing that smelled strongly. According to Leonard, the postmaster had a few funny things to say that morning. Maybe he sniffed May, laughed, and declared that she passed the smell test.

Live animals were also forbidden, but the postmaster found that it was all right to send baby chicks by parcel post. So he classified May as a baby chick, weighed her in at $48\frac{1}{2}$ pounds (which may have included her small suitcase), and attached 53¢ in postage to her bag. As well as being "stamped," May was also "addressed":

Deliver to Mrs. C. G. Vennigerholz

1156 Twelfth Avenue

Lewiston, Idaho

Leonard helped May into the mail car, and at 7:00 A.M., the train chugged out of the station.

As it jolted and swayed over the tracks, May began to get dizzy. She hurried to the door to get some fresh air. Immediately Harry Morris, the conductor, spotted her and demanded to see May's ticket. When Leonard explained that May was actually a parcel and showed him the 53¢ in stamps, Mr. Morris laughed. "I've seen everything now!" he said. He was certain May's adventure would make a terrific story for the newspapers.

Traveling about nineteen miles an hour, the train finally reached Lewiston at 11:00 A.M. Grandma Mary was flabbergasted when May appeared on her doorstep. No one had told her that her granddaughter was coming to visit, and delivery by mail was an extra shock!

Directions: Use the selection to answer questions 1 – 6.

1. What is May's cousin's job?

   ○ A. He writes for the newspaper.

   ○ B. He is the conductor.

   ○ C. He sorts mail on the train.

   ○ D. He is the postmaster.

2. Using details from the selection, give two reasons May's parents decided to send her as a package.

   a. _____

   _____

   b. _____

   _____

3. Why do you think the postmaster checked his book of rules?

- ○ A. to find the right stamp for May
- ○ B. to find what it cost to go to Lewiston
- ○ C. to see if May was tall enough to travel
- ○ D. to see if he could mail a person

4. How does the conductor find out that May is on the train?

- ○ A. May goes to get some fresh air.
- ○ B. May's cousin introduces them.
- ○ C. The conductor sees May helping Leonard.
- ○ D. The postman introduces him to May.

5. Live animals were also forbidden, but the postmaster found that it was all right to send baby chicks by parcel post. So he **classified** May as a baby chick, weighed her in at $48\frac{1}{2}$ pounds (which may have included her small suitcase), and attached 53¢ in postage to her bag.

Which word is a synonym for **classified**?

- ○ A. stamped
- ○ B. mailed
- ○ C. added
- ○ D. labeled

6. Traveling about nineteen miles an hour, the train finally reached Lewiston at 11:00 A.M. Grandma Mary was **flabbergasted** when May appeared on her doorstep. No one had told her that her granddaughter was coming to visit, and delivery by mail was an extra shock!

What does the word **flabbergasted** mean in the sentence above?

- ○ A. tired
- ○ B. surprised
- ○ C. worried
- ○ D. happy

Items 7–15 have not been slated for public release in 2007.

Directions: Read the selection.

Memory

by Mary O'Neill

Memory is a tape recorder
And there's one in every head
Storing everything we've ever seen,
Or felt, or heard, or said.
The word, *remember*, simply means
We're playing back a part
Of all that's been recorded there
And lives close to our heart.
Sad thing, sweet thing,
Whatever it be.
The calling it back is a
Memory.

Directions: Use the selection to answer questions 16 – 20.

16. What does the selection tell us about memories?

- ○ A. They do not always last very long.
- ○ B. They should be shared with family.
- ○ C. They are mostly about important things.
- ○ D. They are about all the events of your life.

17. "We're playing back a **part**
Of all that's been recorded there"

In the first line above, which dictionary definition of the word **part** is used?

part /part/ *n.* **1)** a section of the whole **2)** a thing in a machine that helps it operate **3)** an actor's role **4)** a duty performed in a group effort

- ○ A. definition 1
- ○ B. definition 2
- ○ C. definition 3
- ○ D. definition 4

18. Identify one thing memory is being compared to.

_____

Explain how memory and this thing are alike.

_____

_____

19. What is the theme of this poem?

- ○ A. Some people have better memories than others.
- ○ B. We should share our memories with each other.
- ○ C. Memory stores all of our past experiences.
- ○ D. A memory can easily be forgotten.

20. What characteristic shows that this selection is a poem?

- ○ A. plot
- ○ B. rhyme
- ○ C. information about memory
- ○ D. the use of the words "we've" and "we're"

R Reading

Directions: Read the selection.

The Apple-Seed Man

by Paula Appling

Imagine sleeping on a bed of earth with the sky as your roof. Imagine birds and wolves and snakes as your only companions for weeks. Imagine eating nuts and berries and roots that you've freshly harvested and prepared.

John Chapman chose this life for most of his seventy-one years.

John Chapman was born in 1774 in the village of Leominster, Massachusetts, just before the Revolutionary War for independence from Britain began. It was autumn, the time of year when apples are harvested and cider is made.

When he was about six, John's family moved southwest to Longmeadow, Massachusetts. The young boy probably learned his letters in a one-room schoolhouse.

In the 1790s, the United States included the eastern states and land south of the Great Lakes and west to the Mississippi River. The Northwest Territory—the land west of Pennsylvania between the Ohio and Mississippi rivers—was just opening up for settlement. Men who had fought in the Revolutionary War were seeking new opportunities and heading west. John Chapman, now a young man, decided to join them.

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John took with him little more than his knowledge of planting apple orchards and his faith.

John dedicated his life to helping people. He planted apple orchards so families who followed him out west would have food. He read to families he visited, or left books with them. He loved children and would talk to them and listen to their stories. He gained the respect of the Indians he met as he traveled the woods and rivers of the new territories.

John gathered apple seeds whenever he could. Sometimes he collected them from **cider mills**. He would separate the seeds from the apple pulp, then wash and dry them. He walked the land that pioneers would eventually come to and planted orchards for their benefit.

If John came upon a pioneer family at a time that was not right for planting, he might leave a bag of seeds with them. The children would always want to know how long it would be until the seeds turned into apples.

John planted trees wherever he went, usually in clearings near rivers or streams. He surrounded his plantings with natural fences of brush and branches to keep animals away.

Sometimes he let the trees grow right where he had planted them. But usually he'd return after two years and take the **saplings**, pack them carefully, and leave them at a **way station**, with a family, or at an inn, in exchange for clothing, food, or money. Sometimes he gave the trees away.

John Chapman planted thousands of apple trees as far west as Indiana. His unusual ways, kindness, and giving heart made him known to pioneers he had never met. You might know him by his other, more popular name: Johnny Appleseed.

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Word Bank
cider mills — factories for making apple cider **saplings —** young trees **way station —** a station or stopping place along a line of travel

Directions: Use the selection to answer questions 21 – 27.

21. What made John Chapman decide to head west?

- ○ A. He wanted to join people who were looking for new opportunities.
- ○ B. He wanted to teach the Indians how to grow and harvest apples.
- ○ C. He wanted to teach in a one-room schoolhouse.
- ○ D. He wanted to collect thousands of apple seeds to take back east.

22. Where did John usually plant trees?

- ○ A. in the middle of thick woods
- ○ B. on the bare tops of mountains and hills
- ○ C. in clearings near rivers and streams
- ○ D. at inns and way stations

23. How did John usually get things he needed, such as clothes and food?

- ○ A. He planted trees.
- ○ B. He traded saplings for them.
- ○ C. He asked for them at way stations and inns.
- ○ D. He performed odd jobs on farms to earn money.

24. Use the selection to explain how John Chapman collected and prepared apple seeds.

_____

_____

_____

_____

Use the selection to explain how John Chapman planted and cared for apple trees.

_____

_____

_____

_____

25. Which of these statements is an opinion?

- ○ A. John Chapman had unusual ways.
- ○ B. John Chapman was born in 1774.
- ○ C. John Chapman left books with families.
- ○ D. John Chapman planted as far west as Indiana.

26. What is the main idea of this selection?

- ○ A. John Chapman was born in Massachusetts but moved west as a young man.
- ○ B. John Chapman spent his life helping people by planting apple orchards.
- ○ C. The Northwest Territory was an exciting place full of opportunity.
- ○ D. Apples are a delicious and an important food well-loved by Americans.

27. "John took with him little more than his **knowledge** of planting apple orchards and his faith."

What is the root of the word **knowledge**?

- ○ A. owl
- ○ B. ledge
- ○ C. know
- ○ D. now

On the May 2007 Grade 4 Reading Achievement Test, items 28–33 are field-test items, which are not released.

Items 34–42 have not been slated for public release in 2007.