

Student Name: _____

Ohio Achievement Assessments



Reading Student Test Booklet Spring 2011

This test was originally administered to students in Spring 2011.

Not all items from the Spring 2011 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 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 1: Both Sides of the Fence

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Selection 6: Cocoa Trees on Santo Domingo

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Directions:

Today you will be taking the Ohio Grade 5 Reading Achievement Assessment. Three different types of questions appear on this test: multiple choice, short answer and extended response.

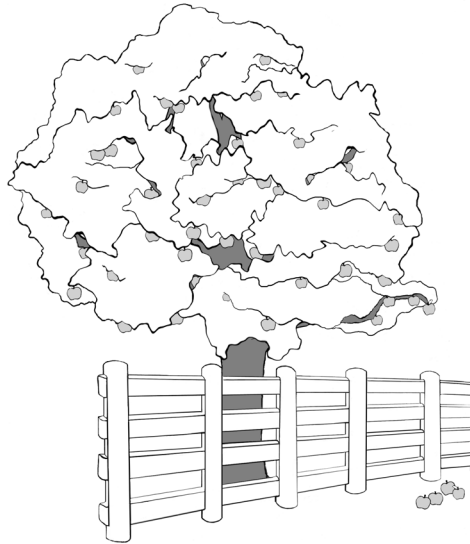
There are several important things to remember:

1. Read each reading selection carefully. You may look back at the reading selection as often as necessary. You may underline or mark parts of any selection in your Student Test Booklet.
2. Read each question carefully. Think about what is being asked. Look carefully at graphs or diagrams because they will help you understand the question. Then, choose or write the answer you think is best.
3. Use only a #2 pencil to answer questions on this test.
4. For multiple-choice questions, fill in the circle next to your answer choice. Mark only one answer for each question. If you change your answer, make sure you erase your old answer completely. Do not cross out or make any marks on the other choices.
5. For constructed-response questions, write your answer neatly, clearly and only in the space provided in your Answer Document. Answers written outside of the space provided will not be scored.
6. Short-answer questions are worth two points. Extended-response questions are worth four points. Point values are printed near each question in your Student Test Booklet. The amount of space provided for your answers is the same for all two- and four-point questions.
7. If you do not know the answer to a question, skip it and go on to the next question. If you have time, go back to the questions you skipped and try to answer them before turning in your Student Test Booklet and Answer Document.
8. Check over your work when you are finished.
9. When you finish this section of the test, you may **NOT** go on to the mathematics or science sections in the Student Test Booklet.

Directions: Read the selection.

Both Sides of the Fence

by Teresa Bateman



Alberto and Juan lived in two houses that stood side by side outside a small pueblo. Although both houses were much alike, Alberto had a splendid apple tree, puffed with pink blossoms each spring and bent low each autumn with fruit both red and ripe.

Each day Alberto would brag about his apple tree. "It bears the finest blossoms and the finest apples," he declared. "That makes me the finest man in the pueblo."

One spring, Alberto was unhappy to see that a branch of his tree extended over the fence into his neighbor's yard.

"I can't cut it off," Alberto decided. "To damage so fine a tree would be wrong. Still, why should Juan receive any benefit from a tree that is clearly mine?"

He fretted and fumed through the pink-blossomed spring. He pondered and puzzled through the green-leaved summer. Then fall came, and with it a moment of truth.

While Alberto could pick the apples on his own land, he could not set foot on the other side of the fence.

He pretended it didn't matter. But it did.

Then, one day, Alberto discovered an apple cake on his doorstep with a note signed "Juan."

Alberto was furious. His apples were being used without his permission.

He hurried to the home of the mayor, bringing the cake along as evidence.

"See here," Alberto declared, plunking the cake down.

"This was made with apples from *my* tree. Juan is guilty of stealing and left proof of it on my doorstep!"

"A branch of your tree goes over the fence," the mayor pointed out. "Surely these apples are from that branch?"

"It doesn't matter," Alberto fumed. "My father planted that tree on property that's been in my family for years. The land and the tree are mine. The apples are mine as well."

The mayor considered the problem from all angles. "Four days from now a judge will visit our pueblo," he said at last. "Present your case, and surely justice will be done. You've told me your side of the story. A fence, however, has two sides, as does every argument. The judge will expect you to understand both. A clever man knows his opponent's thoughts. Come back tomorrow and present me with Juan's point of view."

Alberto headed home as he considered the arguments he would present to the judge. He tried to imagine what Juan might say. The branch *did* extend over the fence, and Juan had so little that any food would be welcome. Still, "It's *my* tree," Alberto said firmly to a passing dog.



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The next morning Alberto returned to the mayor and presented what he imagined to be Juan's side of the case.

"He will say that apples fell onto his property and that makes them his," Alberto stated. "But if a dog wandered into his yard, the dog would not become his."

The mayor frowned. "Why, then, did Juan give you the apple cake?"

"Why? To rub my nose in his theft!" Alberto declared.

"Perhaps," the mayor said. "Yet Juan can ill afford to give food away. You are missing something. A fence has two sides, as does every argument. Perhaps you need another day to consider. You don't want to appear uninformed before the judge."

Alberto returned home and stared out at the tree and the fence. He thought of his own argument—the tree was his; therefore its fruit was his. He thought of Juan's probable argument—that the apples had fallen into his yard and, therefore, belonged to him. But why did Juan give him the cake?

Early the next day he marched to the mayor's house. "How can I know why Juan gave me the cake?" he said angrily. "Who can know what is in another man's heart?"

"Juan knows," the mayor quietly replied. "Remember—things can look quite different from the other side of the fence."

"Very well," Alberto said grudgingly. "I will talk to Juan myself. It can only make my case against him stronger." He hurried from the mayor's door and soon arrived at Juan's house.

Alberto pounded on Juan's door, anxious to gather the evidence he needed.

Juan smiled when he opened the door. "Did you like the cake?" he asked.



Alberto opened his mouth, but before he could get out a word, Juan continued. "I had to thank you," he said. "My family so enjoyed the branch of your tree that comes over the fence—blossoms in the spring, shade in the summer. I knew the man who owns the finest apple tree in the pueblo must surely be the most generous man as well, but the apples, of course, were yours. We got so much joy out of your tree, it would be poor repayment to simply give you the apples."

Alberto felt no taller than an ant. His arguments dissolved like sugar in water.

"Will you join us?" Juan asked. He motioned to the table set with a simple meal of beans, rice, and tortillas.

Alberto knew at once he would not be presenting any case before the judge the following day.

"With pleasure," he said, "if you will allow me to add something to the meal."

He hurried home, gathered a basket of his finest apples, and carried them to the other side of the fence.

Directions: Use the selection to answer questions 1 – 9.

1. What is the theme of "Both Sides of the Fence"?
 - A. Every story has two sides.
 - B. Hard work leads to success.
 - C. Fences can solve arguments.
 - D. Judges are always needed to settle problems.

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2. What is Juan's most outstanding quality?

- A. his humor
- B. his fairness
- C. his creativity
- D. his bashfulness

3. " 'That makes me the finest man in the **pueblo.**' "

What does the word **pueblo** mean in this selection?

- A. a town
- B. a yard
- C. a tree
- D. a house

4. In the **Answer Document**, explain how the mayor helps solve Alberto's problem. Use details from the selection to support your answer. (2 points)



Go to the next page



5. “Alberto felt no taller than an ant.”

Why does Alberto feel this way?

- A. Alberto felt scared of Juan.
- B. Alberto was angry about his apples.
- C. Alberto was standing next to a tall person.
- D. Alberto felt ashamed as he stood next to Juan.

6. “It **bears** the finest blossoms and the finest apples,” he declared.

Which dictionary definition of **bears** is used in the sentence above?

bear (bār) *n.* **1)** an animal with a massive body and fur. *v.* **2)** to produce from natural growth. **3)** to suffer or tolerate. **4)** to carry in the heart.

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

7. Identify two main events that occur in this selection. In your answer document, describe one main event and explain how it influenced a future action. Then, describe another main event and explain how it influenced a future action. Label your answers in the answer document.

Write your answer in the **Answer Document**. (4 points)



8. Who planted the tree on Alberto's property?
- A. Juan
 - B. Alberto
 - C. the mayor
 - D. Alberto's father
9. Why does Juan leave an apple cake on Alberto's doorstep?
- A. Juan wants to show that apples have fallen on his property.
 - B. Juan wants to thank Alberto for the shade and the blossoms.
 - C. Juan wants to tell Alberto that he has been stealing from the tree.
 - D. Juan wants to prove to the mayor and the judge that he is innocent.

Items 10–29 have not been slated for public release in 2011.

On the Spring 2011 Grade 5 Reading Achievement Assessment, items 30–35 are field-test items, which are not released.

Directions: Read the selection.

Cocoa Trees on Santo Domingo

Diana Appelbaum



This is a story about a girl who lives in a house surrounded by many types of natural resources, such as the cacao tree, which is also called the cocoa tree.

Cacao trees grow only in shade, so Papa plants young cacaos under tall banana trees that shade the growing cacao.

Little pink cacao flowers grow right on the trunk. Green cacao pods grow side by side with the flowers, and next to them grow ripe yellow and red pods, ready to be picked. A cacao tree is always blooming, always ripening, and always ready to harvest. Papa splits the ripe cacao pods open with his **machete** and scoops out white pulp and pale beans. We spread slippery beans and sticky-sweet pulp on a carpet of banana leaves.

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I like to eat the sweet cacao pulp while we work, but I don't chew the beans! Once, I bit a fresh cocoa bean. It was so bitter it set my teeth on edge. Papa laughed and said, "Don't be so impatient, little one. Wait for the sun to make chocolate." And it does.

After a few hot days under the banana leaves, the pale, bitter cocoa beans begin to change color. We pick beans out of the old, smelly pulp and spread them to dry in the sun, turning them until they become a dark, beautiful brown.

Today the cocoa beans are drying. There is no work to do in the garden, and Papa says we are going **conching**. Mama wraps **cassava** bread in banana leaves and packs it in a basket with **guavas** for our lunch. It's hot paddling down the river San Juan, and we have a long way to go because after the river reaches the sea we must paddle along the beach until we reach a cove sheltered from ocean waves. I'm tired and thirsty when we finally pull the canoe onto the beach, so Papa opens coconuts and we drink their sweet milk. Now it's time to hunt for conchs. Conchs look like mossy rocks when they stand still, but I'll catch one if it hops.

Mama lets me have the shells after she steams the conchs and picks the meat out for chowder. I line them up in the sunny clearing where we dry cocoa beans. After they have sat in the sun for a few days, I can brush off the sea moss that made the shells look like dull green rocks in the turtle grass, and see them glisten in the sunshine. Inside they are pink like cacao flowers, but smooth and shiny even after they're dry.

Our beans are not chocolate yet; they are only cocoa beans and we must turn them every day until they are dry. Mama roasts them over a hot fire until they begin to smell like chocolate. Then she lets me put them in the **mortar** and crush them. The best thing about being allowed to pound cocoa beans is the chocolate smell that curls up your nose.

We put the crushed cocoa beans into a chocolate pot. While Mama boils the water, pours it over the beans, and adds sugar, I set out the cups. I think hot chocolate is the most wonderful drink in the whole world, unless there is an ice **schooner** in the bay.



When a schooner comes, Papa drags his canoe to the river. It took a long time to hollow the canoe out of a log, and Papa is very careful never to drag it over a rock.

We pile the sacks of dried cocoa beans into the canoe, along with a heap of coconuts and bananas. I climb in between two bunches of bananas as big as I am, settle my best conch shell between my feet, and we're on our way.

Word Bank

cassava — a tropical plant with roots that can be eaten

conching — catching tropical sea animals that have a large, brightly colored, spiral shell

guava — a large pear-shaped fruit of a tropical tree that has red or yellow-green skin

machete — a large, heavy broad-bladed knife used for cutting a way through thick plants and trees

mortar — a bowl in which materials can be ground with a special tool

schooner — a sailing vessel

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

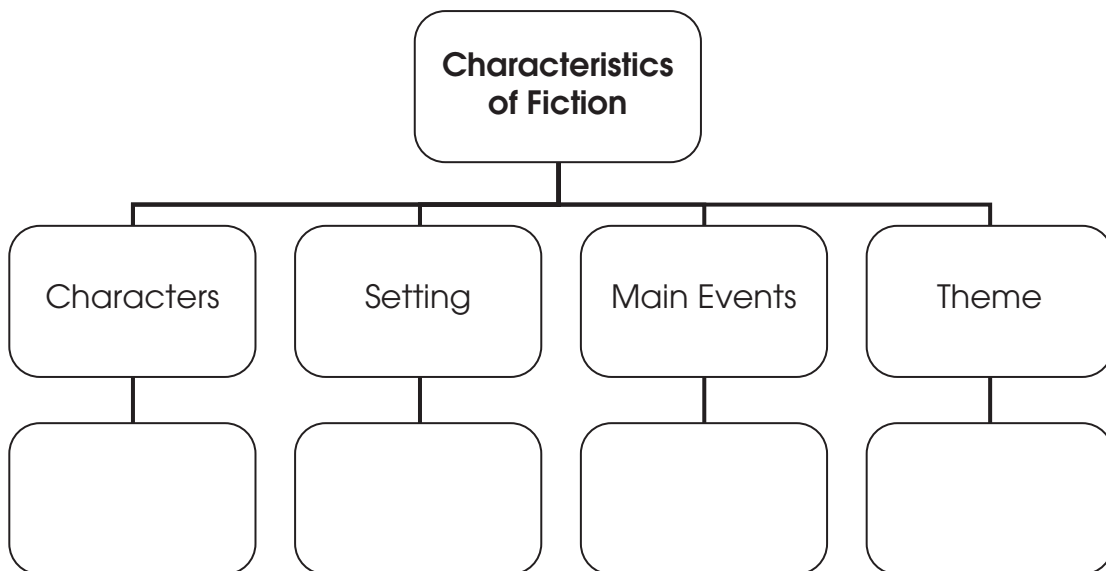
36. "Then she lets me put them in the mortar and crush them. The best thing about being allowed to pound cocoa beans is the chocolate smell that curls up your nose."

What does this sentence reveal about the narrator's character in this selection?

- A. She is a handy person who takes pride in things she makes.
- B. She is a helpful person who finds delight in simple things.
- C. She is smart and learns how to do new tasks quickly.
- D. She is confident and enjoys doing tasks alone.

37. What does the selection suggest about where the family's packed lunch came from?
- A. It was found along the shore at the cove.
 - B. It was grown around the family's house.
 - C. It was traded for on the schooner.
 - D. It was bought from a plantation.
38. "We put the crushed cocoa beans into a chocolate pot."

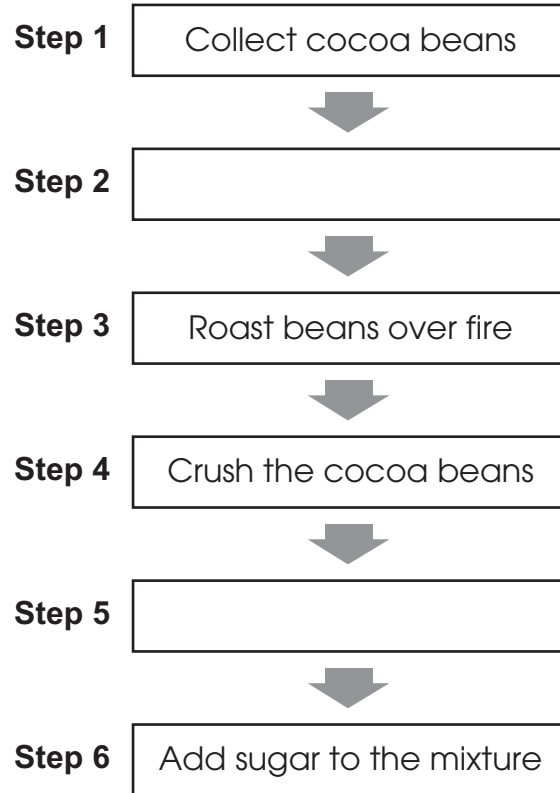
Which column in the graphic organizer below would include this detail?



- A. Characters
- B. Setting
- C. Main Events
- D. Theme

39. Read the graphic organizer below.

How to Make Hot Chocolate in Santo Domingo



The graphic organizer above is missing two steps. Describe what should go in the blank spaces for Step 2 and Step 5.

Be sure to label your answer "Step 2" and "Step 5."

Write your answer in the **Answer Document**. (2 points)

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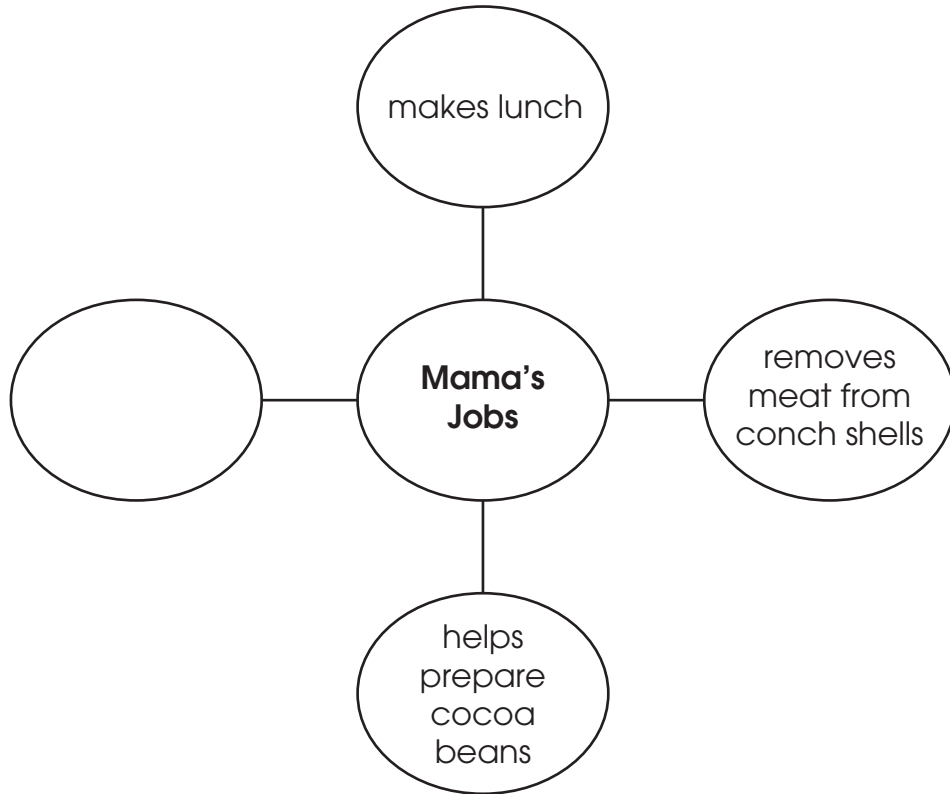
40. "Papa laughed and said, 'Don't be so **impatient**, little one. Wait for the sun to make chocolate.'"

How does the prefix **im-** change the meaning of the word **patient**?

- A. patient again
- B. more patient
- C. patient with
- D. not patient



41.



According to information in the selection, which phrase should be added to the graphic organizer above?

- A. makes chowder from conchs
- B. hollows a log to make a canoe
- C. plants cacao trees in the shade
- D. crushes cocoa beans in a mortar

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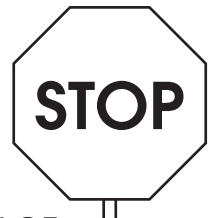
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42. Identify two similes the narrator uses to describe conchs.

Write your answer in the **Answer Document**. (2 points)

43. Which sentence is an important theme of this selection?

- A. Parents and children can learn from one another.
- B. Home cooking leads to a healthy lifestyle.
- C. Traveling is a rewarding experience.
- D. Good things are worth waiting for.



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