

OKLAHOMA SCHOOL TESTING PROGRAM

PARENT, STUDENT, AND TEACHER GUIDE

**ENGLISH LANGUAGE ARTS
& MATHEMATICS**

2017-2018 **GRADE 4**



OKLAHOMA STATE DEPARTMENT OF
EDUCATION
— CHAMPION EXCELLENCE —

**Oklahoma School Testing Program
Administration Dates
2017–2018 School Year
English Language Arts and Mathematics
Paper/Pencil Assessment Window
April 2–20, 2018**



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JOY HOFMEISTER

STATE SUPERINTENDENT *of* PUBLIC INSTRUCTION
OKLAHOMA STATE DEPARTMENT *of* EDUCATION

Dear Families and Educators,

Students will soon be taking the Oklahoma School Testing Program (OSTP) tests to provide a snapshot of academic performance near the end of the school year. For an overview of the tests that will be given this spring, please click on the following link: <http://sde.ok.gov/sde/documents/2016-09-01/assessment-program-overview>.

Families will receive online reports that include their child's test results, areas of success and areas in need of additional growth. Paper reports will be sent home by the local school district in summer 2018.

A digital version of the OSTP Parent, Student and Teacher Guide is available on the Oklahoma State Department of Education (OSDE) website at <http://sde.ok.gov/sde/assessment-material>. Inside this guide, you will find an explanation of what's covered in the test and sample questions to become familiar with the test format. These will help your child understand what to expect on the tests.

OSTP tests measure your child's progress in learning the Oklahoma Academic Standards for school subjects. To learn more about the standards, please visit <http://sde.ok.gov/sde/oklahoma-academic-standards>.

We know that all families have dreams for their children and want what is best for them. The spring tests are an opportunity for children to showcase their learning this school year. Students are most successful when schools and families work together. During the week of testing, please be sure your child gets plenty of sleep, eats a healthy breakfast and is at school on time.

If you have questions, please contact your school or the State Department of Education at (405) 521-3341 or assessments@sde.ok.gov.

Sincerely,

A handwritten signature in cursive script that reads "Joy Hofmeister".

State Superintendent of Public Instruction

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THE OKLAHOMA SCHOOL TESTING PROGRAM

The Governor, state legislators, and other Oklahoma elected officials have committed themselves to ensuring that all Oklahoma students receive the opportunity to learn the skills required to obtain post-secondary success. To achieve this goal, schools must prepare every Oklahoma student for colleges, universities, and jobs that require new and different skills.

In addition, the Legislature established the standards-based assessment component of the Oklahoma School Testing Program (OSTP) to measure students' progress in mastering the Oklahoma Academic Standards. Assessments have been developed by national test publishers that specifically measure the Oklahoma Academic Standards. Teachers throughout Oklahoma have been involved in the review, revision, and approval of the questions that are included in these assessments.

In the content areas assessed by the OSTP, a student's performance is reported according to one of four performance levels: Advanced, Proficient, Limited Knowledge, or Unsatisfactory.

This year, students in Grade 4 will take assessments in English Language Arts and Mathematics.

This guide provides an opportunity for families, students, and teachers to become familiar with how skills in these subject areas will be assessed. It presents general test-taking tips, lists the Oklahoma Academic Standards assessed, gives blueprints for the assessments, and provides practice questions.

TEST-TAKING TIPS

The following tips provide strategies for taking the Oklahoma School Testing Program assessments. Test-taking skills cannot replace proper preparation based on the Oklahoma Academic Standards, which serve as the foundation for these assessments.

General Test-Taking Tips

- Read this guide carefully and complete the practice questions. These questions are for you to familiarize yourself with the format of the assessment and should not be used as a predictor of how you will score on the actual assessment.
- Make sure you understand all test directions. If you are uncertain about any of the directions, on the day of the assessment, raise your hand to ask questions before starting.
- Check your work if you finish your assessment early. Use the extra time to answer any questions that you skipped.
- Remember that if you cannot finish within the time allotted, you will be given additional time as an immediate extension to the current session to complete the assessment.
- Don't spend too much time on any one question. If a question takes too long to answer, skip it and answer the other questions. You can return to any skipped questions after you have finished all other questions.

Multiple-Choice Questions

- Each multiple-choice question contains four answer choices.
- Read each question and every answer choice carefully. Choose the best answer for each question.
- Read the selections on the English Language Arts assessment carefully.
- Be sure that you have seen all the answer choices before making your selection.

PAPER/PENCIL ASSESSMENTS

Each Grade 4 subject area assessment is divided into separate sections. The separate sections may be administered on the same day with a break given between sections or on consecutive instructional days. Students taking an assessment will have multiple-choice questions in English Language Arts and Mathematics.

Students should have enough time to complete all sections. Students may be given additional time if needed, but additional time will be given as an immediate extension of the same testing period, not at a different time.

Students will mark their answers on the answer document provided. Students who finish early need to make sure their work is complete and are encouraged to check and verify their answers prior to closing their test books. Students will not be allowed to reopen their test books once they have been closed for a given session.

The following sections:

- list the Oklahoma Academic Standards assessed in each subject area,
- reproduce the student directions,
- present practice questions for each subject, and
- provide information about preparing for testing of the Oklahoma Academic Standards.

OKLAHOMA ACADEMIC STANDARDS

The Oklahoma School Testing Program will assess the full depth and breadth of the Oklahoma Academic Standards (OAS) in the Grade 4 assessments. Presented below are the OAS for Grade 4 English Language Arts and Mathematics. Student performance on the assessments is reported at the standard level for each content area.

English Language Arts

OAS English Language Arts—Grade 4

Standard 2: Reading and Writing Process

Students will use a variety of recursive reading and writing processes.

Reading		Writing	
Students will read and comprehend increasingly complex literary and informational texts.		Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.	
4.2.R.1	Students will distinguish how key details support the main idea of a passage.	4.2.W.1	Students will develop drafts by categorizing ideas and organizing them into paragraphs.
4.2.R.2	Students will compare and contrast details in literary and nonfiction/informational texts to discriminate various genres.	4.2.W.2	Students will edit drafts and revise for clarity and organization.
4.2.R.3	Students will summarize events or plots (<i>i.e., beginning, middle, end, conflict, and climax</i>) of a story or text.	4.2.W.3	Students will correctly spell grade-appropriate words while editing.
4.2.R.4	Students will begin to paraphrase main ideas with supporting details in a text.	4.2.W.4	Students will use resources to find correct spellings of words (<i>e.g., word wall, vocabulary notebook, print and electronic dictionaries, and spell-check</i>).

Standard 3: Critical Reading and Writing

Students will apply critical thinking skills to reading and writing.

Reading		Writing	
Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.		Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.	
4.3.R.1	Students will determine the author's purpose (<i>i.e., entertain, inform, persuade</i>) and infer the difference between the stated and implied purpose.	4.3.W.1	NARRATIVE Students will write narratives incorporating characters, plot, setting, point of view, conflict (<i>i.e., solution and resolution</i>), and dialogue.
4.3.R.2	Students will infer whether a story is narrated in first or third person point of view in grade-level literary and/or informational text.	4.3.W.2	INFORMATIVE – Grade Level Focus Students will write facts about a subject, including a clear main idea with supporting details, and use transitional and signal words.
4.3.R.3	Students will describe key literary elements: · setting · plot · characters (<i>i.e., protagonist, antagonist</i>) · characterization · theme	4.3.W.3	OPINION Students will express an opinion about a topic and provide fact-based reasons as support.
4.3.R.4	Students will find examples of literary devices: · simile · metaphor · personification · onomatopoeia · hyperbole · imagery · symbolism* · tone* *Students will find textual evidence when provided with examples.		
4.3.R.5	Students will distinguish fact from opinion in a text and investigate facts for accuracy.		
4.3.R.6	Students will describe the structure of a text (<i>e.g., description, compare/contrast, sequential, problem/solution, cause/effect</i>).		
4.3.R.7	Students will ask and answer inferential questions using the text to support answers.		

Standard 4: Vocabulary

Students will expand their working vocabularies to effectively communicate and understand texts.

Reading Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.		Writing Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.	
4.4.R.1	Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.	4.4.W.1	Students will use domain-appropriate vocabulary to communicate ideas in writing.
4.4.R.2	Students will use word parts (<i>e.g., affixes, Greek and Latin roots, stems</i>) to define and determine the meaning of new words.	4.4.W.2	Students will select appropriate language to create a specific effect according to purpose in writing.
4.4.R.3	Students will use context clues to determine the meaning of words or distinguish among multiple-meaning words.		
4.4.R.4	Students will infer relationships among words with multiple meanings, including synonyms, antonyms, and more complex homographs and homonyms.		
4.4.R.5	Students will use a dictionary or glossary (<i>print and/or electronic</i>) to determine or clarify the meanings, syllabication, and pronunciation of words.		

Standard 5: Language

Students will apply knowledge of grammar and rhetorical style to reading and writing.

Reading Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.		Writing Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.	
4.5.R.1	Students will recognize pronouns and irregular possessive nouns.	4.5.W.1	Students will capitalize · familial relations · proper adjectives · conventions of letter writing
4.5.R.2	Students will recognize present perfect verbs and verb tense to identify settings, times, sequences, and conditions in text.	4.5.W.2	Students will compose and expand grammatically correct sentences and questions with appropriate commas, end marks, apostrophes, and quotation marks as needed for dialogue.
4.5.R.3	Students will recognize comparative and superlative adjectives and adverbs.	4.5.W.3	Students will compose simple, compound, and complex sentences and questions, create sentences with an understood subject, and correct fragments and run-on sentences.
4.5.R.4	Students will recognize prepositional phrases and conjunctions.	4.5.W.4	Students will compose declarative, interrogative, imperative, and exclamatory sentences.
4.5.R.5	Students will recognize the subject and verb agreement.		

Standard 6: Research

Students will engage in inquiry to acquire, refine, and share knowledge.

Reading Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.		Writing Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes.	
4.6.R.1	Students will use their own viable research questions to find information about a specific topic.	4.6.W.1	Students will generate a viable research question about a specific topic.
4.6.R.2	Students will use graphic features including photos, illustrations, captions, titles, labels, headings, subheadings, italics, sidebars, charts, graphs, and legends to interpret a text.	4.6.W.2	Students will organize information found during research, following a modified citation style (<i>e.g., author, title, publication date</i>) with guidance and support.
4.6.R.3	Students will determine the relevance and reliability of the information gathered.	4.6.W.3	Students will summarize and present information in a report.

OKLAHOMA SCHOOL TESTING PROGRAM

TEST BLUEPRINT ENGLISH LANGUAGE ARTS

2017-2018 GRADE 4

This blueprint describes the content and structure of an assessment and defines the ideal number of test items by standard of the Oklahoma Academic Standards (OAS).

IDEAL PERCENTAGE OF ITEMS	IDEAL NUMBER OF ITEMS	STANDARDS
32%	16	STANDARD 2: READING AND WRITING PROCESS Students will use a variety of recursive reading and writing processes.
20%	10	STANDARD 3: CRITICAL READING AND WRITING Students will apply critical thinking skills to reading and writing.
24%	12	STANDARD 4: VOCABULARY Students will expand their working vocabularies to effectively communicate and understand texts.
12%	6	STANDARD 5: LANGUAGE Students will apply knowledge of grammar and rhetorical style to reading and writing.
12%	6	STANDARD 6: RESEARCH Students will engage in inquiry to acquire, refine, and share knowledge.
100%	50	TOTAL

*Standard 8: Independent Reading and Writing is assessed throughout the test and dually aligned to each standard. Please note this blueprint does not include items that may be field-tested. A minimum of 6 items is required to report a standard.



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Mathematics

Mathematical Actions and Processes

The Mathematical Actions and Processes simultaneously reflect the holistic nature of mathematics as a discipline in which patterns and relationships among quantities, numbers, and space are studied (National Academies of Science, 2014) and as a form of literacy such that all students are supported in accessing and understanding mathematics for life, for the workplace, for the scientific and technical community, and as a part of cultural heritage (NCTM, 2000). The seven Mathematical Actions and Processes leverage both the NCTM Process Standards and the Five Mathematical Proficiencies (NRC, 2001) to capture the mathematical experience of Oklahoma students as they pursue mathematical literacy.

Throughout their PK–12 education experience, mathematically literate students will:

Develop a Deep and Flexible Conceptual Understanding

Demonstrate a deep and flexible conceptual understanding of mathematical concepts, operations, and relations while making mathematical and real-world connections. Students will develop an understanding of how and when to apply and use the mathematics they know to solve problems.

Develop Accurate and Appropriate Procedural Fluency

Learn efficient procedures and algorithms for computations and repeated processes based on a strong sense of numbers. Develop fluency in addition, subtraction, multiplication, and division of numbers and expressions. Students will generate a sophisticated understanding of the development and application of algorithms and procedures.

Develop Strategies for Problem Solving

Analyze the parts of complex mathematical tasks and identify entry points to begin the search for a solution. Students will select from a variety of problem solving strategies and use corresponding multiple representations (verbal, physical, symbolic, pictorial, graphical, tabular) when appropriate. They will pursue solutions to various tasks from real-world situations and applications that are often interdisciplinary in nature. They will find methods to verify their answers in context and will always question the reasonableness of solutions.

Develop Mathematical Reasoning

Explore and communicate a variety of reasoning strategies to think through problems. Students will apply their logic to critique the thinking and strategies of others to develop and evaluate mathematical arguments, including making arguments and counterarguments and making connections to other contexts.

Develop a Productive Mathematical Disposition

Hold the belief that mathematics is sensible, useful, and worthwhile. Students will develop the habit of looking for and making use of patterns and mathematical structures. They will persevere and become resilient, effective problem solvers.

Develop the Ability to Make Conjectures, Model, and Generalize

Make predictions and conjectures and draw conclusions throughout the problem solving process based on patterns and the repeated structures in mathematics. Students will create, identify, and extend patterns as a strategy for solving and making sense of a problem.

Develop the Ability to Communicate Mathematically

Students will discuss, write, read, interpret, and translate ideas and concepts mathematically. As they progress, students' ability to communicate mathematically will include their increased use of mathematical language and terms and analysis of mathematical definitions.

Develop a Deep and Flexible Conceptual Understanding	Develop Accurate and Appropriate Procedural Fluency	Develop Strategies for Problem Solving	Develop Mathematical Reasoning	Develop a Productive Mathematical Disposition	Develop the Ability to Make Conjectures, Model, and Generalize	Develop the Ability to Communicate Mathematically
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Number & Operations (N)						
4.N.1 Solve real-world and mathematical problems using multiplication and division.	4.N.1.1 Demonstrate fluency with multiplication and division facts with factors up to 12.					
	4.N.1.2 Use an understanding of place value to multiply or divide a number by 10, 100 and 1,000.					
	4.N.1.3 Multiply 3-digit by 1-digit or a 2-digit by 2-digit whole numbers, using efficient and generalizable procedures and strategies, based on knowledge of place value, including but not limited to standard algorithms.					
	4.N.1.4 Estimate products of 3-digit by 1-digit or 2-digit by 2-digit whole numbers using rounding, benchmarks and place value to assess the reasonableness of results. Explore larger numbers using technology to investigate patterns.					
	4.N.1.5 Solve multi-step real-world and mathematical problems requiring the use of addition, subtraction, and multiplication of multi-digit whole numbers. Use various strategies, including the relationship between operations, the use of appropriate technology, and the context of the problem to assess the reasonableness of results.					
	4.N.1.6 Use strategies and algorithms based on knowledge of place value, equality and properties of operations to divide 3-digit dividend by 1-digit whole number divisors (e.g., <i>mental strategies, standard algorithms, partial quotients, repeated subtraction, the commutative, associative, and distributive properties</i>).					
	4.N.1.7 Determine the unknown addend(s) or factor(s) in equivalent and non-equivalent expressions (e.g., $5 + 6 = 4 + \square$, $3 \times 8 < 3 \times \square$).					
4.N.2 Represent and compare fractions and decimals in real-world and mathematical situations; use place value to understand how decimals represent quantities.	4.N.2.1 Represent and rename equivalent fractions using fraction models (e.g. <i>parts of a set, area models, fraction strips, number lines</i>).					
	4.N.2.2 Use benchmark fractions ($0, \frac{1}{4}, \frac{1}{3}, \frac{1}{2}, \frac{2}{3}, \frac{3}{4}, 1$) to locate additional fractions on a number line. Use models to order and compare whole numbers and fractions less than and greater than one using comparative language and symbols.					
	4.N.2.3 Decompose a fraction in more than one way into a sum of fractions with the same denominator using concrete and pictorial models and recording results with symbolic representations (e.g., $\frac{3}{4} = \frac{1}{4} + \frac{1}{4} + \frac{1}{4}$).					
	4.N.2.4 Use fraction models to add and subtract fractions with like denominators in real-world and mathematical situations.					
	4.N.2.5 Represent tenths and hundredths with concrete models, making connections between fractions and decimals.					
	4.N.2.6 Represent, read and write decimals up to at least the hundredths place in a variety of contexts including money.					

Number & Operations (N)	
4.N.2 continued	4.N.2.7 Compare and order decimals and whole numbers using place value, a number line and models such as grids and base 10 blocks.
	4.N.2.8 Compare benchmark fractions ($\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{3}$, $\frac{3}{4}$) and decimals (0.25, 0.50, 0.75) in real-world and mathematical situations.
4.N.3 Determine the value of coins in order to solve monetary transactions.	4.N.3.1 Given a total cost (<i>whole dollars up to \$20 or coins</i>) and amount paid (<i>whole dollars up to \$20 or coins</i>), find the change required in a variety of ways. Limited to whole dollars up to \$20 or sets of coins.
Algebraic Reasoning & Algebra (A)	
4.A.1 Use multiple representations of patterns to solve real-world and mathematical problems.	4.A.1.1 Create an input/output chart or table to represent or extend a numerical pattern.
	4.A.1.2 Describe the single operation rule for a pattern from an input/output table or function machine involving any operation of a whole number.
	4.A.1.3 Create growth patterns involving geometric shapes and define the single operation rule of the pattern.
4.A.2 Use multiplication and division with unknowns to create number sentences representing a given problem situation.	4.A.2.1 Use number sense, properties of multiplication and the relationship between multiplication and division to solve problems and find values for the unknowns represented by letters and symbols that make number sentences true.
	4.A.2.2 Solve for unknowns in problems by solving open sentences (<i>equations</i>) and other problems involving addition, subtraction, multiplication, or division with whole numbers. Use real-world situations to represent number sentences and vice versa.
Geometry & Measurement (GM)	
4.GM.1 Name, describe, classify and construct polygons, and three-dimensional figures.	4.GM.1.1 Identify points, lines, line segments, rays, angles, endpoints, and parallel and perpendicular lines in various contexts.
	4.GM.1.2 Describe, classify, and sketch quadrilaterals, including squares, rectangles, trapezoids, rhombuses, parallelograms, and kites. Recognize quadrilaterals in various contexts.
	4.GM.1.3 Given two three-dimensional shapes, identify similarities, and differences.
4.GM.2 Understand angle, length, and area as measurable attributes of real-world and mathematical objects. Use various tools to measure angles, length, area, and volume.	4.GM.2.1 Measure angles in geometric figures and real-world objects with a protractor or angle ruler.
	4.GM.2.2 Find the area of polygons that can be decomposed into rectangles.
	4.GM.2.3 Using a variety of tools and strategies, develop the concept that the volume of rectangular prisms with whole-number edge lengths can be found by counting the total number of same-sized unit cubes that fill a shape without gaps or overlaps. Use appropriate measurements such as cm^3 .
	4.GM.2.4 Choose an appropriate instrument and measure the length of an object to the nearest whole centimeter or quarter-inch.
	4.GM.2.5 Solve problems that deal with measurements of length, when to use liquid volumes, when to use mass, temperatures above zero and money using addition, subtraction, multiplication, or division as appropriate (<i>customary and metric</i>).

Geometry & Measurement (GM)

4.GM.3 Determine elapsed time and convert between units of time.

4.GM.3.1 Determine elapsed time.

4.GM.3.2 Solve problems involving the conversion of one measure of time to another.

Data & Probability (D)

4.D.1 Collect, organize, and analyze data.

4.D.1.1 Represent data on a frequency table or line plot marked with whole numbers and fractions using appropriate titles, labels, and units.

4.D.1.2 Use tables, bar graphs, timelines, and Venn diagrams to display data sets. The data may include benchmark fractions or decimals ($\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{3}$, $\frac{3}{4}$, 0.25, 0.50, 0.75).

4.D.1.3 Solve one- and two-step problems using data in whole number, decimal, or fraction form in a frequency table and line plot.

OKLAHOMA SCHOOL TESTING PROGRAM

TEST BLUEPRINT MATHEMATICS

2017-2018 GRADE 4

This blueprint describes the content and structure of an assessment and defines the ideal number of test items by strand and standard of the Oklahoma Academic Standards (OAS).

IDEAL % OF ITEMS	IDEAL # OF ITEMS	STRANDS AND STANDARDS
44%	22	NUMBER AND OPERATIONS
	9	4.N.1 Number Operations
	13	4.N.2 Rational Numbers (10)
		4.N.3 Money (3)
16%	8	ALGEBRAIC REASONING AND ALGEBRA
	8	4.A.1 Numerical Patterns (4)
		4.A.2 Equations (4)
28%	14	GEOMETRY AND MEASUREMENT
	6	4.GM.1 Polygons and Polyhedra
	8	4.GM.2 Measurement (5)
		4.GM.3 Time (3)
12%	6	DATA AND PROBABILITY
	6	4.D.1 Data Analysis
100%	50	TOTAL

(Please note this blueprint does not include items that may be field-tested.)
A minimum of 6 items is required to report a standard.



MULTIPLE-CHOICE PRACTICE QUESTIONS



Directions

Choose the best answer for the question. Mark the circle for the answer you have chosen.

1 Read the sentence.

I ran slowly than my friend.

What change, if any, should be made to slowly in the sentence?

- A** slower
- B** most slowly
- C** more slowly
- D** no change

2 Read the sentences.

The class picnic is next Friday. I cannot go because of my brother's birthday party.

What change, if any, should be made to the sentences?

- F** The class picnic is next Friday, I cannot go because of my brother's birthday party.
- G** The class picnic is next Friday I cannot go because of my brother's birthday party.
- H** The class picnic is next Friday. And I cannot go because of my brother's birthday party.
- J** no change



Read the selection. Then answer the questions that follow.

Why Do We Dream?

- 1 You are flying through the clouds. Down below, the earth looks like a patchwork quilt. Suddenly, an eagle flies up beside you. The beautiful bird reaches out and shakes your arm. "Wake up, sleepyhead," says your mom. "Time for school." You open your eyes. You are back in your own bedroom. Your flight in the clouds was just a dream.
- 2 Why do people dream? Scientists have been trying to answer that question for hundreds of years. They have developed many theories to explain our nightly adventures.

Boost Our Health and Skills

- 3 Some scientists believe that dreaming improves our health. The dreams give us a safe way to handle the events of our day. Our mind calmly sorts through these events while we sleep.
- 4 Have you ever dreamed about something you were learning to do, like playing the trumpet? Your dreams may have helped you master the skill. One study showed that people learning new activities dreamed much more often. Scientists think that their brains were trying to quickly memorize and organize this new information. Other research has shown that dreaming about physical skills, like playing basketball, improves a person's performance.

Solve Problems

- 5 Dreams may also help people solve problems. Deirdre Barrett of the Harvard Medical School studied this idea. She asked her students to think about a problem they had before going to sleep. What happened? Two-thirds of the students dreamed about their problems. About a third of the students dreamed of solutions for their problems.

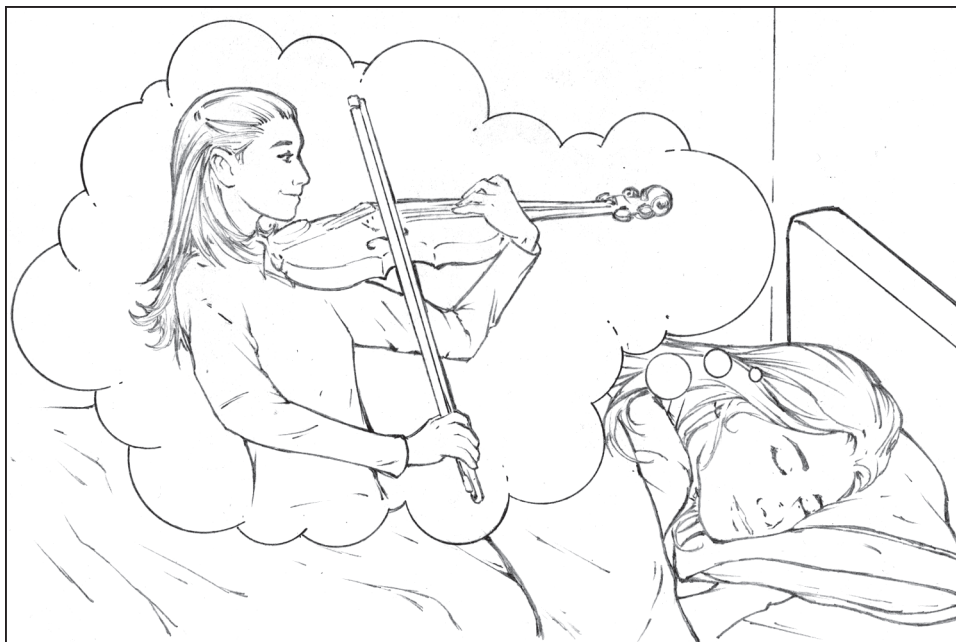


Get Creative

- 6 Some famous people have even used their dreams in creative ways. A scientist named Kekule dreamed of snakes spinning in circles with their tails in their mouths. Kekule's dream helped him discover the shape of a molecule. Many authors, painters, and musicians have been inspired by dreams too. Mary Shelley got the idea for her book *Frankenstein* from a dream. That must have been one scary nightmare!

Make Your Dreams Work for You

- 7 Would you like your dreams to work for you? You can start by keeping a dream journal. Leave a notebook next to your bed. When you wake up in the morning, write down the dreams you remember. Maybe they will help you write a bestseller or paint a masterpiece!





3 In paragraph 2, the word theories means

- A** ideas.
- B** plans.
- C** pictures.
- D** questions.

4 An antonym for remember in paragraph 7 is

- F** enjoy.
- G** forget.
- H** create.
- J** describe.

5 Which statement in the article is an opinion?

- A** "Scientists have been trying to answer that question for hundreds of years."
- B** "One study showed that people learning new activities dreamed much more often."
- C** "Two-thirds of the students dreamed about their problems."
- D** "That must have been one scary nightmare!"

**6 Why are the section headings in bold print?**

- F** to help the reader with new information
- G** to help the reader find important information quickly
- H** to help the reader understand the information better
- J** to help the reader remember the most important information

7 A reader can tell that this passage is nonfiction because it

- A** explains something with factual information.
- B** is written with very short sentences.
- C** has words spoken by a character.
- D** is divided into several sections.



Read the selection. Then answer the questions that follow.

The American Buffalo



- 1 The state animal of Oklahoma is the American buffalo. It is most closely related to the European bison and the Canadian woods bison. A bison is another name for a buffalo. A long time ago it could weigh as much as 5,000 pounds. But, over the years, the American buffalo has slimmed down. Today, it weighs from 800–2,000 pounds and stands about six feet tall. People recognize the American buffalo by the large size of its head and the high hump on its shoulders. It is also recognized by its thick, dark brown, shaggy hair. It is a very impressive animal.
- 2 The American buffalo came to North America from Asia. The animals crossed a land bridge that once connected Asia to Alaska. Before long, millions of buffalo freely roamed the prairies of America. The large herds of the American buffalo were part of the landscape. This was quite a beautiful sight.
- 3 Buffalo were an important part of Native American life as Native Americans could not survive without them. They hunted them for food and used their hides to create shelter and clothing. Native Americans made sure they used every part of the animal. They were not wasteful. But things changed when the settlers arrived.
- 4 Many of the settlers were trappers and traders. They began killing the American buffalo to sell as a commodity. They would send the hides of the buffalo by train or wagon back east. These settlers did not have the same respect for the buffalo as the Native Americans. These settlers killed more than what they needed. Some settlers came to shoot the animals for sport. The situation for the American buffalo only got worse as time went on. There were fewer and fewer of them. Soon there were only a few thousand of the American buffalo left. They were on their way to becoming extinct. It was a tragedy.



- 5 Today, many people are working to help the American buffalo. They want to protect them. They want to see their numbers increase. There is a protected herd of buffalo in Yellowstone National Park. This herd is carefully protected. There are private groups who also want to preserve the American buffalo. Similar efforts will help guarantee the future of the American buffalo.

8 The author most likely wrote this passage

- F** to inform the reader with details.
- G** to persuade the reader with facts.
- H** to entertain the reader with a story.
- J** to share a personal experience with the reader.

9 Which sentence from the passage supports the statement, “These settlers did not have the same respect for the buffalo as the Native Americans”?

- A** They want to protect them.
- B** This herd is carefully protected.
- C** Many of the settlers were trappers and traders.
- D** These settlers killed more than what they needed.



10 Which question would be best to use to find information about preserving the American buffalo?

- F** Where can the American buffalo be found besides Yellowstone National Park?
- G** When was the American buffalo selected as the state animal of Oklahoma?
- H** Why were laws passed to make it unlawful to hunt the American buffalo?
- J** What is the lifespan of the American buffalo?





Directions

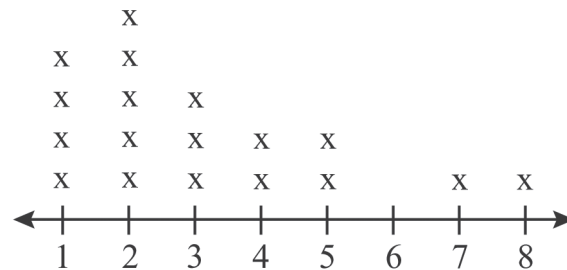
Read each question and choose the best answer. Then mark your answer on the answer document. Make sure you find the question number on the answer document that matches the question number in the Mathematics Test.

- 1** Gretta planted 24 rows of carrots. Each row had 16 carrots in it. Which is closest to the total number of carrots Gretta planted?

A 200 carrots
B 300 carrots
C 400 carrots
D 600 carrots

2

**Distances Traveled to School
in Kilometers**



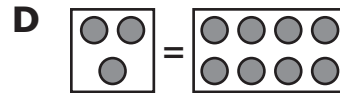
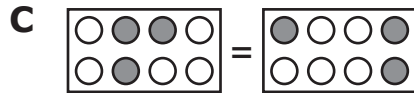
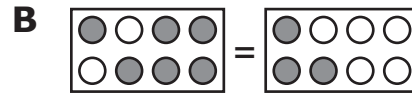
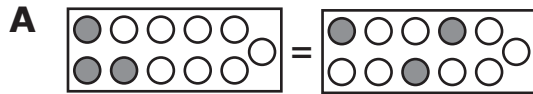
Key: x represents 2 students

What is the total number of students who are represented by this line plot?

F 34
G 36
H 54
J 56



3 Which diagram best represents $\frac{3}{8} = \frac{3}{8}$?



4 Carmen started eating her snack at the time shown on the clock.



It took Carmen 15 minutes to eat her snack. At what time did Carmen finish eating her snack?

- F 1:05
- G 2:05
- H 10:20
- J 12:35



- 5** Mr. Wilson charges a customer \$7 for a new toy. The customer pays Mr. Wilson with a \$20 bill. How much change does Mr. Wilson owe the customer?

A \$3
B \$5
C \$10
D \$13

- 6** The table shows the cost of different numbers of tickets to a baseball game.

Baseball Tickets

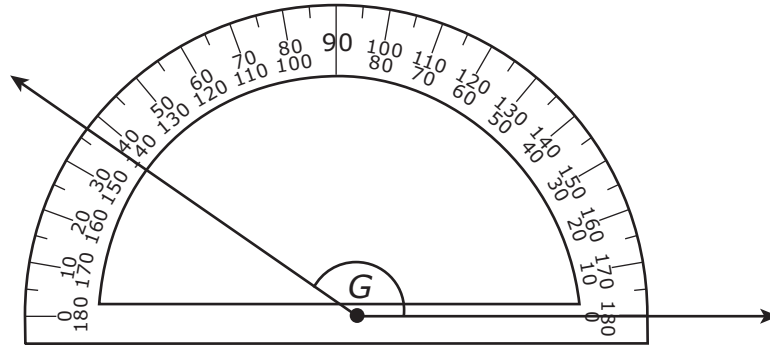
Number of Tickets (t)	Cost (\$)
2	16
3	24
4	32
5	40

Which rule can be used to find the cost, in dollars, of t tickets?

F $t \cdot 8$
G $t \div 12$
H $t + 14$
J $t - 35$



7 Which is closest to the measure of $\angle G$?



- A** 37°
- B** 43°
- C** 143°
- D** 157°

8 Coach Ted bought 36 banners. He bought an equal number of blue banners and gold banners. The number of banners of each color, n , can be found using this equation.

$$2 \times n = 36$$

How many banners of each color did Coach Ted buy?

- F** 18 banners
- G** 34 banners
- H** 38 banners
- J** 72 banners



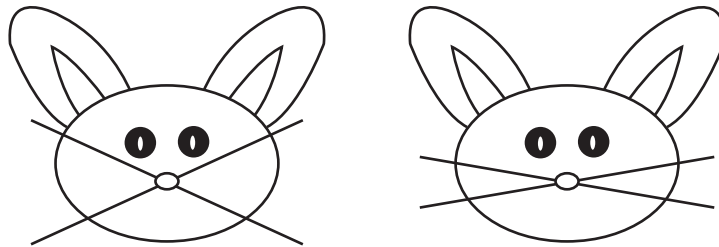
- 9** Marcia is making chocolate chip cookies. She needs to use a total of 64 ounces of chocolate chips. The equation can be used to find the number of ounces of chocolate chips, c , Marcia still needs to use.

$$16 + c = 64$$

How many ounces of chocolate chips does Marcia still need to use?

- A** 48 ounces
- B** 52 ounces
- C** 58 ounces
- D** 80 ounces

- 10** Brady drew a picture of two animals. He used line segments to draw the whiskers.



Which statement about the whiskers is true?

- F** The whiskers on both animals appear to be parallel line segments.
- G** The whiskers on both animals appear to be intersecting line segments.
- H** The whiskers on both animals appear to be perpendicular line segments.
- J** The whiskers on one animal appear to be perpendicular and the whiskers on the other animal appear to be parallel.



- 11** A function machine used the rule multiply by 6. Which table could represent the numbers going in and coming out of this function machine?

A

In	Out
2	8
3	9
6	12
8	14

B

In	Out
2	12
5	30
8	48
9	54

C

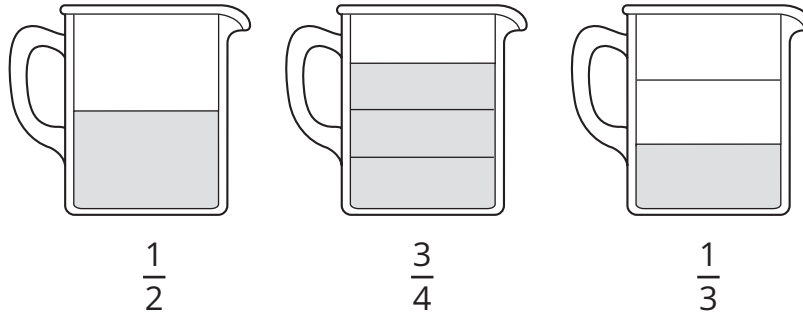
In	Out
1	6
3	18
5	30
7	48

D

In	Out
2	12
3	18
6	24
8	30



- 12** The three cups shown are the same size. Each cup has a different amount of juice.



Which list shows the amounts in order from greatest to least?

F $\frac{3}{4}, \frac{1}{3}, \frac{1}{2}$

G $\frac{1}{2}, \frac{1}{3}, \frac{3}{4}$

H $\frac{3}{4}, \frac{1}{2}, \frac{1}{3}$

J $\frac{1}{2}, \frac{3}{4}, \frac{1}{3}$



- 13** A movie begins at 2:50 P.M. as shown on this clock.



The movie ends at 4:30 P.M. How long is the movie?

- A** 1 hour 30 minutes
- B** 1 hour 35 minutes
- C** 1 hour 40 minutes
- D** 1 hour 45 minutes



14 Joy and Fran each have some toy horses.

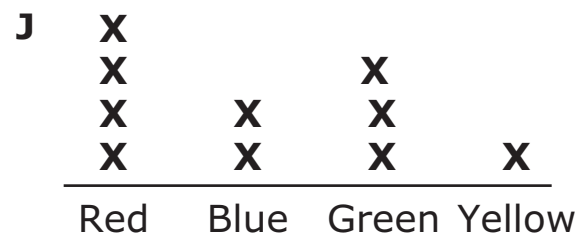
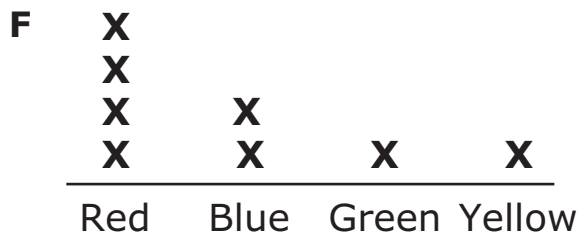
Joy's Horses

Color	Number of Horses
Red	1
Blue	1
Green	2
Yellow	1

Fran's Horses

Color	Number of Horses
Red	3
Blue	1
Green	1
Yellow	0

Which line plot shows how many horses of each color the girls have all together?





15 A student practiced playing the piano each day for 11 days. The student practiced a total of 175 minutes. Which expression shows the approximate number of minutes the student practiced each day?

A $180 + 10$

B $180 - 10$

C $180 \div 10$

D 180×10



Blank

Blank

Blank

Blank

ANSWER KEYS

English Language Arts		
Number	Answer	OAS Objective
1	C	4.5.R.3
2	J	4.5.W.3
3	A	4.4.R.3
4	G	4.4.R.4
5	D	4.3.R.5
6	G	4.6.R.2
7	A	4.2.R.2
8	F	4.3.R.1
9	D	4.2.R.4
10	H	4.6.R.1

Mathematics		
Number	Answer	OAS Objective
1	C	4.N.1.4
2	G	4.D.1.3
3	C	4.N.2.2
4	F	4.GM.3.1
5	D	4.N.3.1
6	F	4.A.1.2
7	C	4.GM.2.1
8	F	4.A.2.1
9	A	4.A.2.2
10	G	4.GM.1.1
11	B	4.A.1.1
12	H	4.N.2.8
13	C	4.GM.3.1
14	J	4.D.1.1
15	C	4.N.1.6

Blank



ANSWER SHEET

USE NO.2 PENCIL ONLY

ENGLISH LANGUAGE ARTS

- | | | | | |
|----|-----|-----|-----|-----|
| 1 | (A) | (B) | (C) | (D) |
| 2 | (F) | (G) | (H) | (J) |
| 3 | (A) | (B) | (C) | (D) |
| 4 | (F) | (G) | (H) | (J) |
| 5 | (A) | (B) | (C) | (D) |
| 6 | (F) | (G) | (H) | (J) |
| 7 | (A) | (B) | (C) | (D) |
| 8 | (F) | (G) | (H) | (J) |
| 9 | (A) | (B) | (C) | (D) |
| 10 | (F) | (G) | (H) | (J) |

STOP

MATHEMATICS

- | | | | | |
|----|-----|-----|-----|-----|
| 1 | (A) | (B) | (C) | (D) |
| 2 | (F) | (G) | (H) | (J) |
| 3 | (A) | (B) | (C) | (D) |
| 4 | (F) | (G) | (H) | (J) |
| 5 | (A) | (B) | (C) | (D) |
| 6 | (F) | (G) | (H) | (J) |
| 7 | (A) | (B) | (C) | (D) |
| 8 | (F) | (G) | (H) | (J) |
| 9 | (A) | (B) | (C) | (D) |
| 10 | (F) | (G) | (H) | (J) |
| 11 | (A) | (B) | (C) | (D) |
| 12 | (F) | (G) | (H) | (J) |
| 13 | (A) | (B) | (C) | (D) |
| 14 | (F) | (G) | (H) | (J) |
| 15 | (A) | (B) | (C) | (D) |

STOP



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EDUCATION
— CHAMPION EXCELLENCE —