

Student Name: \_\_\_\_\_

# Ohio Achievement Tests



## Reading

### Student Test Booklet

March 2006

*This test was originally administered to students in March 2006.*

*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: Nathan's Choice**

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### **Selection 3: Ella Fitzgerald**

"Ella Fitzgerald"

[http://www.pbs.org/wnet/americanmasters/database/fitzgerald\\_e.html](http://www.pbs.org/wnet/americanmasters/database/fitzgerald_e.html)

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### **Selection 4:**

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### **Selection 5: Dreams**

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### **Selection 6: The Inca Empire of the Sun**

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**Directions:**

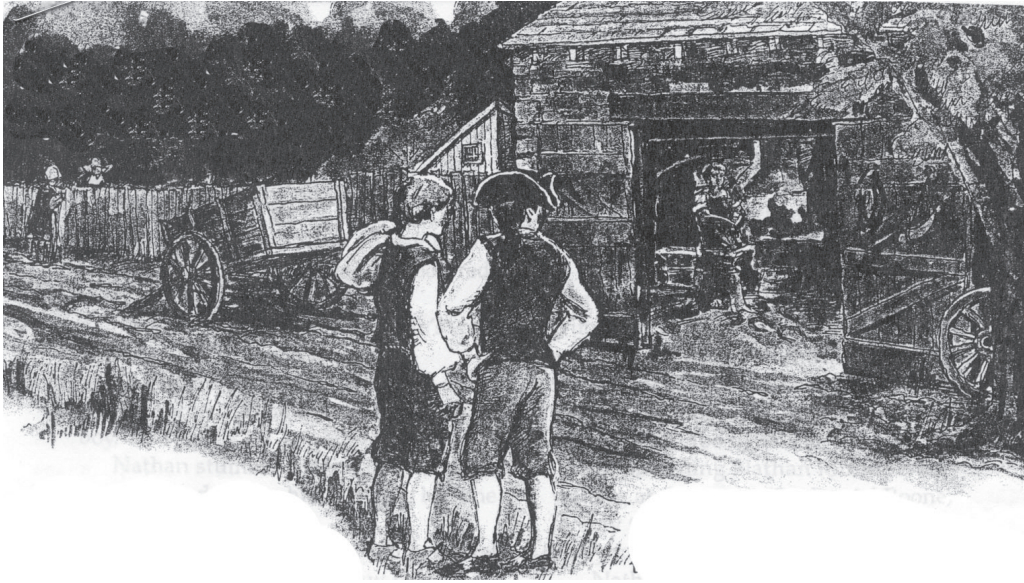
Today you will be taking the Ohio Grade 6 Reading Achievement Test. Three different types of questions appear on this test: multiple choice, short answer and extended response.

There are several important things to remember:

1. Read each question carefully. Think about what is being asked. Look carefully at graphs or diagrams because they will help you understand the question.
2. For short-answer and extended-response questions, use a pencil to write your answers neatly and clearly in the space provided in the answer document. Any answers you write in the Student Test Booklet will not be scored.
3. 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 two- and four-point questions.
4. For multiple-choice questions, shade in the circle next to your choice in the answer document for the test question. Mark only one choice for each question. Darken completely the circles on the answer document. If you change an answer, make sure that you erase your old answer completely.
5. Do not spend too much time on one question. Go on to the next question and return to the question skipped after answering the remaining questions.
6. Check over your work when you are finished.
7. When you finish the test, you may not go on to, or look at, the mathematics section of the Student Test Booklet.

## Nathan's Choice

Sharon Hart Addy



1 Nathan shouldered his bundle and studied the blacksmith shop across the rutted dirt road.

2 Jeremy, the fellow he'd met at the edge of the village, stood beside him. "Orrin Gunderson's a hard man," Jeremy said. "You'll be sorry you took up with him."

3 "He's my uncle," Nathan answered. "My mother's kin. I'm here to learn enough ironworking to make repairs. I aim to be a frontiersman."

4 Jeremy chuckled. "A trapper and explorer like Daniel Boone? You think a lot of yourself."

5 "Other men make a life in the wilderness. I will, too."

6 "So you consider yourself a man! You're no older than me."

7 "I'll be a man when I finish here," Nathan said confidently.

8 Jeremy laughed. "Gunderson will pound you to size. When you've had enough, let me know. We'll go to sea together." Jeremy tipped his tricorn<sup>1</sup> hat and sauntered<sup>2</sup> off. Nathan crossed the road. He paused under the maple tree beside the shop's open doors.

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<sup>1</sup> **tricorn:** a hat with the brim folded up against the crown to form three sides

<sup>2</sup> **sauntered:** a leisurely stroll

9            Inside the shop, his uncle used long-handled tongs to heft a hunk of glowing iron from the red-hot coals of the hearth. He positioned the iron against an anvil<sup>3</sup> and picked up his hammer. The air rang with his strikes. When he finished, he grunted his satisfaction and thrust the ax head into a water trough.<sup>4</sup>

10           Through the sizzling steam, Nathan saw his uncle's brown eyes on him.

11           "You must be my sister's boy," the blacksmith growled. "If you are, you're here to work. Pump the bellows."<sup>5</sup>

12           At noon, Nathan collapsed beneath the maple tree. He ached from bending and stretching at the bellows and turning the grindstone as his uncle sharpened the ax head. Uncle Orrin dropped bread and cheese into Nathan's lap. Nathan gulped the food and drank from the bucket of creek water.

13           All afternoon Uncle Orrin barked orders. When he tossed bread and cheese to his nephew for supper, Nathan was too tired to lift it to his mouth.

14           "Eat!" Uncle Orrin roared. "There's work to do."

15           As the sun set, Uncle Orrin took off his leather apron. "Another bucket of water, boy."

16           Nathan stumbled down to the creek, then trudged up the hill, sloshing half the water from the bucket.

17           Uncle Orrin took the half-empty bucket and pointed to a pile of straw he'd had Nathan dump in a corner. "You sleep there."

18           Nathan fell onto the straw, thinking of home and the cornhusk bed he shared with his two younger brothers. He wiped his eyes with the back of his hand and concentrated on the creek's gurgling. His dreams filled with sailing ships and clean, clear air.

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<sup>3</sup> **anvil:** heavy iron or steel block upon which other metals are hammered and shaped

<sup>4</sup> **trough:** a long, narrow, open container for holding water or food for animals

<sup>5</sup> **bellows:** mechanical device used to blow air onto a fire in order to increase the flame

Use the selection to answer questions 1 – 8.

1. Which event occurs as a result of Nathan’s discussion with Jeremy?
  - A. Nathan collapses beneath the maple tree.
  - B. Nathan dreams of sailing ships and clean air.
  - C. Uncle Orrin points to a pile of straw for Nathan to sleep on.
  - D. Uncle Orrin tosses bread and cheese to Nathan for supper.
  
2. What is the most likely reason why Nathan pauses before going inside the blacksmith shop to meet Uncle Orrin?
  - A. He is not sure if he is in the right location.
  - B. He is frightened by Uncle Orrin’s screaming.
  - C. He is tired from his trip and needs to take a nap.
  - D. He is aware that he is about to face a challenge.

3. “All afternoon Uncle Orrin **barked** orders.”

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

- A. to speak with a weakened voice
  - B. to yap senselessly like a dog
  - C. to give a loud, dry cough
  - D. to talk sharply or roughly
- 
4. Describe Nathan’s attitude at the beginning of the selection and then at the end. Support your description of each attitude with a specific detail from the selection.  
  
Write your answer in the **Answer Document**. (4 points)
  
  5. What will Uncle Orrin most likely do the next morning?
    - A. send Nathan home to his family
    - B. let Nathan sleep late in order to rest
    - C. wake Nathan up early to start working
    - D. punish Nathan for planning to run away



6. The selection focuses on which theme?
- A. the difficulty of growing up and achieving one's dreams
  - B. the rewards of learning about people from different cultures
  - C. the value of listening to one's conscience and being honest
  - D. the importance of knowing when to ask other people for help

7. Predict what action Nathan will take next. Support your prediction with specific details from the selection.

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

8. Which place symbolizes love and safety to Nathan?
- A. the blacksmith shop
  - B. a cornhusk bed
  - C. the wilderness
  - D. a sailing ship

On the March 2006 Grade 6 Reading Achievement Test, items 9-14 are field-test items, which are not released.



**Ella Fitzgerald**

Author unknown

1 Her first dream was to be a dancer. Growing up in New York, she was inspired by “Snake Hips” Tucker, studying his serpentine moves and practicing them constantly with friends. Then, one fateful night at the Apollo Theater in 1934, the headlining Edwards Sisters brought down the house with their dancing. Amateur Hour began immediately after, and a 16-year-old Ella Fitzgerald stepped on stage, but was too intimidated to dance. Instead, she sang “Judy,” silenced the awestruck crowd, and won first prize. It was the beginning of one of the most celebrated careers in music history.



2 Born in Newport News, Virginia in 1917, Ella Fitzgerald moved with her mother to New York after the death of her father. Living in Yonkers, Fitzgerald attended public school, where she sang in the glee club and received her musical education. After her early success at the Apollo, and as a popular performer at a number of other amateur venues, Fitzgerald was invited to join Chick Webb’s band. Within a short while she was the star attraction, and had made a number of hits including her trademark “A-tisket, A-tasket” (1938). After Webb’s death in 1939, Fitzgerald led the band for three years.

3 During her time with Webb’s band, Fitzgerald recorded with a number of other musicians, including Benny Goodman. By the time she began her solo career in the mid-1940s, she was a well-respected figure throughout the music industry. Her vibrant and energetic voice showed an exceptional range and control. Performing with “Jazz at the Philharmonic,” her popularity grew beyond the music world. Throughout the 1950s and 1960s, she continued to perform as a jazz musician, but concentrated primarily on popular music. Rivalled only by Frank Sinatra, her recordings of work by Cole Porter, Ira and George Gershwin, and Rogers and Hart were incredibly successful.

4 One of the early “scat” performers,<sup>1</sup> Fitzgerald found a place among the growing jazz innovators, making recordings with such greats as Billie Holiday, Duke Ellington, and Louis Armstrong.

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<sup>1</sup> “scat” performers: singers using syllables and nonsense words to sound like musical instruments

Use the selection to answer questions 15 – 19.

15. Why was Ella Fitzgerald “too intimidated to dance” at the Apollo Theater?
- A. because the previous performers were so good
  - B. because she felt she had not practiced enough
  - C. because the crowd in the theater was absolutely silent
  - D. because she felt comfortable dancing only in smaller theaters

16. What do the selection and footnote suggest about “scat” performers?
- A. They are jazz composers.
  - B. They are inventive singers.
  - C. They are famous musicians.
  - D. They are experienced instrumentalists.

17. Identify two factual details from the selection that support the author’s positive evaluation of Ella Fitzgerald.

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

18. “After her early success at the Apollo, and as a popular performer at a number of other amateur **venues**, Fitzgerald was invited to join Chick Webb’s band.”

What does the word **venues** mean?

- A. singing artists
  - B. musical groups
  - C. entertainment halls
  - D. dance competitions
19. Which statement best describes how the selection is organized?
- A. The selection describes Ella Fitzgerald’s awards later in life and then flashes back to important moments in her career.
  - B. The selection describes Ella Fitzgerald’s first appearance at the Apollo Theater and then provides career highlights.
  - C. The selection describes Ella Fitzgerald’s early life in New York and the beginning of her career.
  - D. The selection describes Ella Fitzgerald’s life and career in chronological order.

**SELECTION 1: Jump to It!**

1 Americans have been frog-wild for jumping contests ever since Mark Twain's famous story, "The Celebrated Jumping Frog of Calaveras County," was published in the late 1800s.

2 One of the biggest contests is held in Calaveras County, California, the setting of Twain's original story. "We'll jump frogs about 4,000 times, about a thousand a day," says Laurie Giannini, an organizer of the Calaveras County event.

3 Contestants come from all over the country to test their frogs in the home of frog jumping, partly for the honor, but the prizes draw them, too. Beating the world three-hop record of 21 feet, 5 3/4 inches will earn some lucky frog jockey \$5,000. Equaling the record will earn \$1,000, and each year's winner gets \$750.

4 That's big money for some people; how do you get your frog to do its best? Frogs don't understand about money, and they're not very coachable. "You can't train a frog," said Giannini. "A frog is going to do what it wants to."

**Jump, Frog, Jump!**

5 Getting a frog airborne is a very individual thing. "Everybody has their own method," says Marsha Karley, with the Fair Oaks Fiesta Frog Jump in Fair Oaks, California. "Some of them stamp behind them; some of them spray water on them just before they jump." In Kernville, California, where they hold a frog jump in February as part of the Flats Days celebration, cold weather can sometimes play a role. "The frogs, they don't want to jump. Contestants get warm water and put it in squirt guns and sort of encourage them," says Ann Clements.

6 But according to Calaveras frog catcher Rod Dwelley, it's the call of the wild that really sets a frog to hopping. "You want to have a really good jumping frog, it needs to come right out of the wild," says Dwelley. "Frogs we rent to people are getting used to people. They tend not to jump as far."

**Rental Frogs?**

7 It turns out that some of the jumping frogs you see at these contests are pros, shipped in special for the event. Ann Clements concedes that the Flats Days Celebration looks elsewhere for their jumping stock. "Actually, we get our frogs from Tennessee," she says.

8 Rayne, Louisiana, billed by residents as the Frog Capital of the World, also gets a lot of their frogs from the frog market, though they are raised locally. "We

rent frogs,” says Paul Keding, with the Rayne Frog Festival in Rayne, Louisiana, “but we do have some people who go out and catch their own.”

## SELECTION 2: Frogs Help This Family Stay Together

Sam Richards

9 Gabby is learning the finer points of coaxing the frogs to jump by pounding the ground behind them. It takes open hands, palms to the ground, repeated as needed to make the frog jump—straight ahead, ideally.

10 Lisa Fasano said that, even last year, baby Gabby was really getting the hang of it in practice. But she wilted under the glare of the spotlight at last year’s contest in Angels Camp.

11 “She was star-struck, and she just sat there looking at everyone,” said Lisa, 32. It’s hoped a more mature Gabby will fare better this year.

12 There are hundreds of children among the 2,300-or-so contestants each year, said Buck King, manager of the Calaveras County Fair and former longtime manager of the Jumping Frog Jubilee.

13 In 20 years of jumping jubilees, King said he’s seen it all: giant African bullfrogs, toads “as big as wash tubs” that couldn’t jump, a three-legged overall champion in 1996, even a “circus side show” one year featuring frogs dressed as circus performers.

14 “Lots of people sign their toddlers in there to make the frogs jump,” King said. “If they win, it’s something else.”

15 A champion setting a world record wins \$5,000; a non-record winner walks away with \$1,500.

16 Frogs aren’t really trainable, and the Fasanos and other competitors must discover raw talent in ponds, canals and swamps. The Fasanos make several trips a year to their favorite bullfrog breeding ground, canals “somewhere in the San Joaquin Valley,” to catch their jumpers. Frank won’t name exact locations: “It’s very competitive out there, and it’s kind of a family secret.”

17 Between now and May, Frank, Lisa and their relatives will catch at least 150 frogs for auditions.

18 They won’t get names, and almost all eventually get released near where they’re caught.

19 What started in 1959, when Frank’s father Gene Fasano and Frank’s uncle, Frank Borrelli, went from their native Gustine to their first Jumping Frog Jubilee has

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become a true family affair since then, Frank Fasano said. Gene has missed only one Calaveras jubilee since then, for his wedding.

20 The frog catching, usually at night with floodlights and nets, is as much bonding experience as the contest itself, Frank Fasano said. And if it wasn't frogs that kept the Fasanos close, he said, it would probably be something else.

21 "It's all about the family getting together, and we've got an activity we can call our own," he said.

### Use the selections to answer questions 20 – 29.

20. In SELECTION 1, what was the author's main purpose?
- A. to write a serious historical study of frog jumping
  - B. to write an essay that is critical of frog-jumping contests
  - C. to write a scientific analysis of why some frogs jump farther than others
  - D. to write an entertaining article that provides details about frog-jumping contests

21. Identify four pieces of information about frog jumping that are mentioned in both SELECTION 1 and SELECTION 2.

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

22. What was the author's main purpose in writing SELECTION 2?
- A. to identify the better locations to find jumping frogs in California
  - B. to persuade more people to participate in frog-jumping contests
  - C. to describe frog-jumping contests from the viewpoint of contestants
  - D. to compare the contest in Calaveras County with other contests around the country

23. Which organizational tool would most clearly contrast the lengths of winning jumps over ten years at the Calaveras County event?

- A. a timeline
- B. a pie chart
- C. a bar graph
- D. a Venn diagram

24. “Lisa Fasano said that, even last year, baby Gabby was really getting the hang of it in practice. But she **wilted** under the glare of the spotlight at last year’s contest in Angels Camp.

“ ‘She was star-struck, and she just sat there looking at everyone ... .’ ”

What does the word **wilted** mean as it is used in the second sentence above?

- A. lost her confidence
  - B. became thirsty
  - C. lost all strength
  - D. became ill
25. The section in SELECTION 1 titled “**Rental Frogs?**” includes which piece of information?
- A. The Flats Days Celebration is held in February.
  - B. Wild frogs may jump further than rented frogs.
  - C. People rent or catch frogs for the Rayne Frog Festival.
  - D. Contestants use different ways to get their frogs to jump.

26. In the fifth paragraph of PASSAGE 1, Marsha Karley says, “Everybody has their own method.” Explain what Karley means by “method” and identify an example from either passage.

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

27. According to SELECTION 2, why did Gene Fasano miss the Calaveras County event one year?
- A. His granddaughter Gabby was born.
  - B. He could not find a good frog.
  - C. His son entered in his place.
  - D. He was getting married.

28. In SELECTION 2, Frank Fasano claims “ ‘it’s very competitive out there.’ ” Which statement from SELECTION 1 supports this claim?
- A. “Contestants come from all over the country to test their frogs in the home of frog jumping ... .”
  - B. “Frogs don’t understand about money, and they’re not very coachable.”
  - C. “Getting a frog airborne is a very individual thing.”
  - D. “ ‘Contestants get warm water and put it in squirt guns and sort of encourage them ... .’ ”
29. “Frogs don’t understand about money, and they’re not very **coachable**.”
- In the sentence above, what does the word formed by the root word **coach** and the suffix **-able** mean?
- A. having the capacity to be taught
  - B. in the manner of a teacher
  - C. in a forward direction
  - D. showing great ability

**Dreams**

Langston Hughes

- 1     Hold fast to dreams  
      For if dreams die  
      Life is a broken-winged bird  
      That cannot fly.
- 2     Hold fast to dreams  
      For when dreams go  
      Life is a barren field  
      Frozen with snow.

Use the selection to answer questions 30 – 34.

30. In this poem, how does the poet use figurative language?
- A. to describe different dreams
  - B. to make a point about dreams
  - C. to ask what people's dreams are about
  - D. to show where the speaker is while he dreams
31. What does the speaker suggest in both stanzas?
- A. Dreams can be dangerous things to have.
  - B. Dreams help people live life to the fullest.
  - C. Dreams are not valued by everyone.
  - D. Dreams tend to disappoint people.

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32. Identify an example of a word or phrase that is repeated in the poem and explain why the poet makes this repetition.

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

33. Which definition of **fast** is used in the first line of the poem?

**fast** (fast) *adv.* **1)** with speed; quickly **2)** in a firm and secure manner; tightly **3)** ahead of the present time **4)** in a wild or reckless fashion

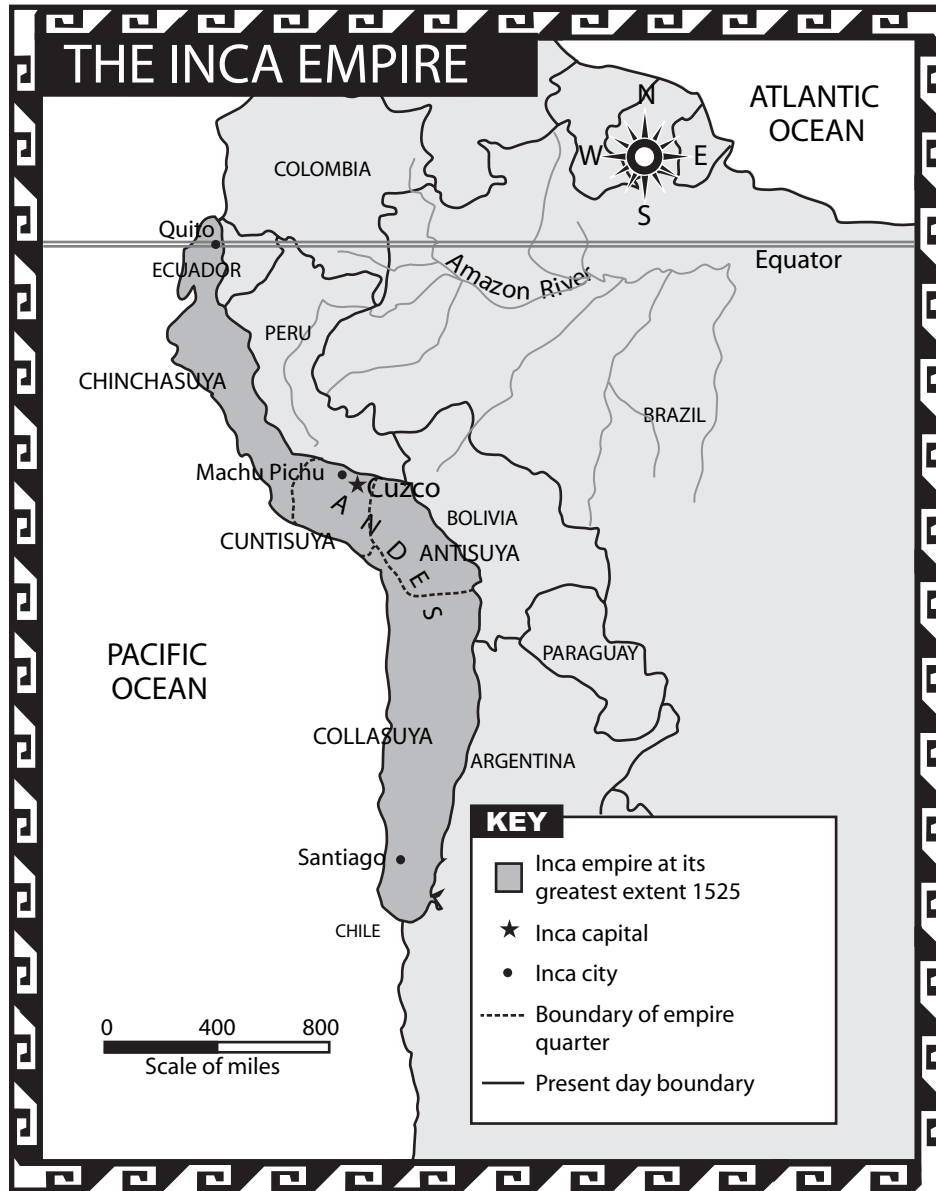
- A. definition 1
- B. definition 2
- C. definition 3
- D. definition 4

34. Which characteristic can be found in the poem?

- A. personification
- B. dialogue
- C. rhyme
- D. simile

## The Inca Empire of the Sun

Amy Miller



- 1 The Inca empire was one of the best organized in history. The system of government was like a pyramid, with the emperor at the top. The emperor lived in the sacred capital city of Cuzco.
- 2 "The riches that were gathered in the city of Cuzco alone ... were incredible," says one account of Inca culture written 300 years ago. In Cuzco, each emperor built a magnificent palace filled with gold, silver, and other treasures.
- 3 The Inca called their empire Tahuantinsuyu, (*tee-wahn-teen-SOO-yoh*), which means "Land of Four Quarters," because it was divided into four parts. A

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governor ruled each part, which was further divided into smaller regions. These were ruled by hundreds of local officials. At the bottom of the Inca social pyramid were millions of farmers.

### The Life of the People

4 This careful organization of the empire made it possible to control the lives of everyone. It also helped the Inca prosper. Inca rulers made sure that everyone had enough to eat. Each farmer was given enough land to meet his family's needs. But farmers were allowed to keep only one third of their crops. Another third went to the Inca priests. The final third went to the Inca emperor, to be put in storehouses to feed the army, government officials, and any people unable to feed themselves. In times of famine, the storehouses saved the people from starvation.

5 The life of the common people was hard. The steep mountains, poor soil, and dry coastal land made growing enough food difficult. But with the help of skilled architects, engineers, and stonemasons, the Inca found solutions to all these problems.

6 On steep mountainsides, they carved out planting areas called terraces, that looked like stair steps. In coastal areas, where it seldom rained, farmers built canals to bring water down from the mountains to irrigate (water) their crops.

7 The Inca empire provided for almost every need of the people, but gave them little freedom or privacy. Homes could not have doors so that they could be inspected for cleanliness. Inca officials even told young people whom to marry.

### Connecting the Empire

8 An efficient communications system connected and strengthened the huge Inca empire. Although the Inca never developed the wheel, more than 18,000 miles of roads linked the emperor to the people he ruled. Every farmer paid taxes by doing work for the government. This often included building roads and bridges.

9 Inca roads and bridges were marvels of engineering—crossing rivers and even tunneling through mountains. Suspension bridges, made of plant fibers, spanned deep ravines.

10 Ordinary people needed special permission to travel on the roads, which were mainly used by armies, government officials, and a 24-hour messenger service.

11 Messengers lived in small huts located about a mile apart on the major highways. Trained to run at high speeds, a messenger would repeat the message at



the next hut, where another messenger would speed off to the next hut. In this way, news could travel about 150 miles a day.

Use the selection to answer questions 35 – 43.

35. “In Cuzco, each emperor built a magnificent palace filled with gold, silver, and other treasures.”

Which idea from the sentence above represents an opinion?

- A. Palaces were built in Cuzco.
  - B. Every emperor built a palace.
  - C. The imperial palaces were magnificent.
  - D. The imperial palaces were filled with treasures.
36. Only particular groups of people were allowed to use Inca roads on a regular basis. Identify one of these groups and state a likely reason why the travel of this group was acceptable.

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

37. “This careful organization of the empire made it possible to control the lives of everyone. It also helped the Inca **prosper**. Inca rulers made sure that everyone had enough to eat.”

What does the word **prosper** mean in the second sentence above?

- A. do well
  - B. rule kindly
  - C. become wise
  - D. become famous
38. Why did the Inca farmers build terraces to plant their crops?
- A. to carry their grain to government storehouses more easily
  - B. to be able to grow grain up the sides of very steep mountains
  - C. to make it hard for officials to inspect and tax the grain harvest
  - D. to cultivate grain for the priests at the highest elevation possible

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39. In the section titled “**Connecting the Empire**,” the messenger relay system was an example of cause and effect. Explain what the cause and effect is and how it benefited the Inca people.

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

40. Why did Inca farmers build canals in the coastal areas?

- A. They had to create a faster way to get to market.
- B. They needed to get water for their crops to grow.
- C. They were storing water for the dry season.
- D. They had to give water to the emperor.

41. “Suspension bridges, made of plant fibers, spanned deep **ravines**.”

What are **ravines**?

- A. roads above high cliffs
- B. mountains with sharp peaks
- C. wide rivers with shallow banks
- D. narrow valleys with steep sides

42. Where was the Inca empire located?

- A. south of Brazil
- B. east of Argentina
- C. east of the Pacific Ocean
- D. north of the Atlantic Ocean

43. According to the author, what was one of the Inca government’s main priorities?

- A. to provide equal opportunities for everyone in the social pyramid
- B. to make sure everyone had adequate food and clean housing
- C. to keep priests as comfortable and happy as possible
- D. to collect taxes from the wealthiest citizens

