

Nombre: \_\_\_\_\_

# Sistema de evaluación de Ohio



## Lectura

Folleto de prueba del estudiante

Mayo de 2008

Esta evaluación fué originalmente administrada a estudiantes en Mayo del 2008. Este material público es apropiado para uso por parte de maestros en Ohio en situaciones de enseñanza. Esta evaluación está alineada con los Criterios Académicos de Contenido para Inglés de Ohio.

This test was originally administered to students in May 2008. 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 2: Food for Thought**

Used with permission from TIME For Kids magazine.

### **Selection 3: Bud, Not Buddy**

From BUD, NOT BUDDY by Christopher Paul Curtis, copyright © 1999 by Christopher Paul Curtis.  
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Pasa a la página siguiente



# R

## Reading

### 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.

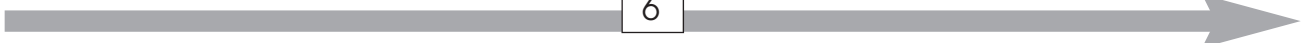
**Instrucciones:**

Hoy vas a tomar la Prueba de Competencia de Lectura para Sexto Grado de Ohio (*Ohio Grade 6 Reading Achievement Test*). En la prueba aparecen tres clases de preguntas: de opción múltiple, respuesta corta y respuesta larga.

Hay varias cosas importantes que debes recordar:

1. Lee cada pregunta con cuidado. Piensa en lo que se te está preguntando. Lee las gráficas o los diagramas con cuidado porque te ayudarán a entender la pregunta.
2. Para las preguntas de respuesta corta y respuesta larga, utiliza un lápiz para escribir tus respuestas cuidadosa y claramente en el espacio que se ofrece en el documento de respuestas (*answer document*). Las respuestas que escribas en el Folleto de prueba del estudiante (*Student Test Booklet*) no serán calificadas.
3. Las preguntas de respuesta corta valen dos puntos. Las preguntas de respuesta larga valen cuatro puntos. En el Folleto de prueba del estudiante se indica al lado de cada pregunta los puntos que vale la misma. La cantidad de espacio que se ofrece para las respuestas es el mismo para las preguntas de dos y cuatro puntos.
4. Para las preguntas de opción múltiple, rellena en el documento de respuestas el círculo que está al lado de la opción que elijas para la pregunta de la prueba. Marca sólo una opción para cada pregunta. Oscurece los círculos completamente en el documento de respuestas. Si cambias una respuesta, asegúrate de borrar completamente tu respuesta anterior.
5. No pases demasiado tiempo en una pregunta. Pasa a la siguiente pregunta y vuelve a la pregunta que saltaste después de contestar las preguntas restantes.
6. Revisa tu trabajo cuando hayas terminado.

Items 1–9 have not been slated for public release  
in 2008.



Las preguntas 1 a la 9 no han sido marcadas para ser hechas públicas en el 2008.



## Food for Thought

Elizabeth Winchester

- 1 School gardens, a growing trend, teach kids to take better care of themselves and the planet.
- 2 It's science class for some eighth graders at Martin Luther King Jr. Middle School in Berkeley, California. But the students aren't sitting at their desks. Instead, they are harvesting fava beans and planting corn in their school's one-acre garden. Everything in the garden—from broccoli and carrots to strawberries and oranges—is grown organically, without the use of harmful chemicals.
- 3 King students have been digging into learning this way since 1997. That's when Alice Waters, a famous chef, started a program called the Edible Schoolyard at their school. Teachers and kids incorporate the organic garden into many lessons. In math class, they measure vegetable beds; in art, they draw the wonders of nature, and garden ingredients create cultural feasts for social studies lessons. While they learn, the kids develop a taste for healthful eating.

### The Seeds of Learning

- 4 North Country School in Lake Placid, New York, is another school with deep roots in garden-based learning. For almost 75 years, lessons at the boarding school have been connected to raising livestock and tending gardens. Kids participate in "complete cycles of food production, from planting and harvesting to preparing and eating," says John Culpepper, the school's farm manager. Much of the food served at North Country is homegrown, even the maple syrup. "Knowing you helped produce it makes it (taste) so much better," says Anthony Edwards, 12.
- 5 According to the National Gardening Association, about 25,000 schools in the United States involve students in gardening, and the numbers are growing like weeds! "School gardens are useful tools in improving children's nutrition and environmental awareness and (providing) a sense of peace in our fast-paced world," says Eve Pranis, the association's director of educational media.
- 6 Waters hopes that more schools will follow the example set by King Middle School. She wants all 17 schools in its district to have similar garden programs. Waters's goal is to turn lunch into an academic subject.





Use the selection to answer questions 10 – 14.

10. Which question is answered by information in the selection?
- A. What can a school do if it wants to begin a gardening program?
  - B. Which states have the most schools with gardening programs?
  - C. Why should a school adopt a gardening program?
  - D. Where are the best organic gardening programs?
11. “According to the National Gardening Association, about 25,000 schools in the United States involve students in gardening, and the numbers are growing like weeds!”

Identify the simile in the sentence above and explain what it compares.

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

12. Summary

Working in school gardens is an effective way for students to learn about the environment and practice healthier eating. At least 25,000 schools involve students in gardening.

What information should be added to complete the summary above?

- A. School gardens are a growing trend.
- B. Alice Waters is a famous chef in Berkeley, California.
- C. Organic gardening is gardening without harmful chemicals.
- D. Teachers use the garden as a way to teach math, social studies and art.

Usa el pasaje de lectura para responder a las preguntas 10 a 14.

10. ¿A cuál de las siguientes preguntas responde la información del pasaje de lectura?
- A. ¿Qué puede hacer una escuela si desea comenzar un programa de huerta?
  - B. ¿En qué estados se encuentra la mayoría de las escuelas con programas de huertas?
  - C. ¿Por qué las escuelas deberían adoptar programas de huerta?
  - D. ¿Adónde se encuentran los mejores programas de huerta orgánica?

11. "According to the National Gardening Association, about 25,000 schools in the United States involve students in gardening, and the numbers are growing like weeds!"

Identifica un símil en la oración anterior y explica qué cosas compara.

Escribe tu respuesta en el **Documento de respuestas**.  
(2 puntos)

12. Summary

Working in school gardens is an effective way for students to learn about the environment and practice healthier eating. At least 25,000 schools involve students in gardening.

¿Qué información debería agregarse para completar el resumen anterior?

- A. School gardens are a growing trend.
- B. Alice Waters is a famous chef in Berkeley, California.
- C. Organic gardening is gardening without harmful chemicals.
- D. Teachers use the garden as a way to teach math, social studies and art.

13. “Teachers and kids **incorporate** the organic garden into many lessons. In math class, they measure vegetable beds; in art, they draw the wonders of nature ... .”

What is the meaning of **incorporate** as it is used in the first sentence above?

- A. contribute
- B. organize
- C. include
- D. absorb

14. If a school principal is interested in creating a school garden for her or his school, which source would provide information about how to begin the project?

- A. a list of grocery stores that sell organic food
- B. the National Gardening Association website
- C. a book that explains how to teach social studies lessons
- D. the directions on the back of a seed packet

13. "Teachers and kids **incorporate** the organic garden into many lessons. In math class, they measure vegetable beds; in art, they draw the wonders of nature ... ."

¿Qué quiere decir **incorporate** según el uso que se le da en la primera oración?

- A. contribute
- B. organize
- C. include
- D. absorb

14. Si el director de una escuela está interesado en crear un jardín para su escuela, ¿qué fuente proporcionaría información sobre cómo comenzar el proyecto?

- A. una lista de las tiendas que venden alimentos orgánicos
- B. el sitio web de la *National Gardening Association*
- C. un libro que explique cómo dar clases sobre estudios sociales
- D. las instrucciones en el dorso de un paquete de semillas

**Bud, Not Buddy**

Christopher Paul Curtis

*This selection is from a novel about a boy named Bud. Miss Hill is his favorite librarian.*

- 1 I pushed the heavy door open and walked into the library. The air in the library isn't like the air anywhere else, first it's always cooler than the air outside, it feels like you're walking into a cellar on a hot July day, even if you have to walk up a bunch of stairs to get into it.
- 2 The next thing about the air in the library is that no other place smells anything like it. If you close your eyes and try to pick out what it is that you're sniffing you're only going to get confused, because all the smells have blended together and turned themselves into a different one.
- 3 As soon as I got into the library I closed my eyes and took a deep breath. I got a whiff of the leather on all the old books, a smell that got real strong if you picked one of them up and stuck your nose real close to it when you turned the pages. Then there was the smell of the cloth that covered the brand-new books, the books that made a splitting sound when you opened them. Then I could sniff the paper, that soft, powdery, drowsy smell that comes off the pages in little puffs when you're reading something or looking at some pictures, a kind of hypnotizing smell.
- 4 I think it's that smell that makes so many folks fall asleep in the library. You'll see someone turn a page and you can imagine a puff of page powder coming up really slow and easy until it starts piling on the person's eyelashes, weighing their eyes down so much that they stay down a little longer after each blink and finally making them so heavy that they just don't come back up at all. Then their mouths come open and their heads start bouncing up and down like they're bobbing in a big tub of water for apples and before you know it, ... woop, zoop, sloop ... they're out cold and their face thunks down smack-dab on the book.
- 5 That's the part that gets the librarians the maddest, they get real upset if folks start drooling in the books and, page powder or not, they don't want to hear no excuses, you gotta get out. Drooling in the books is even worse than laughing out loud in the library, and even though it might seem kind of mean, you can't really blame the librarians for tossing drooly folks out 'cause there's nothing worse than opening a book and having the pages all stuck together from somebody's dried-up slobber.
- 6 I opened my eyes to start looking for Miss Hill. She wasn't at the lending desk so I left my suitcase with the lady there. I knew it would be safe.

- 7 I walked between the stacks to see if Miss Hill was putting books up. Three doggone times I walked through the library, upstairs and down, and couldn't find her.
- 8 I went back up to the librarian at the lending desk. I waited until she looked up at me. She smiled and said, "Yes? Would you like to retrieve your suitcase?" She reached under the desk.
- 9 I said, "Not yet, ma'am, could I ask you a question?"
- 10 She said, "Of course, young man, how may I help you?"
- 11 "I'm looking for Miss Hill."
- 12 The librarian looked surprised. "Miss Hill? My goodness, hadn't you heard?"
- 13 I answered, "No, ma'am."
- 14 The librarian said, "There's no need for you to look so stricken. It's not bad news, young man."
- 15 She laughed a quiet, librarian-type laugh and said, "Really, it's not bad news. Unless you had matrimonial plans concerning Miss Hill."
- 16 I pretended I knew what she was talking about, most times if you listen to how grown folks ask a question they let you know what it is they want to hear.
- 17 I said, "No, ma'am, I didn't plan that at all."
- 18 She laughed again and said, "Good, because I don't think her new husband would appreciate the competition. Miss Hill is currently living in Chicago, Illinois."
- 19 I said, "Husband? You mean she got married, ma'am?"
- 20 The librarian said, "Oh, yes, and I must tell you, she was radiating happiness."
- 21 I said, "And she moved all the way to Chicago?"
- 22 "That's right, but Chicago isn't that far. Here, I'll show you."
- 23 She reached under her desk and pulled out a thick leather book called *Atlas of the United States of America*.
- 24 She thumbed through a couple of pages and said, "Here we are." She turned the book to me, it was a big map of Michigan and a couple of the states that were next to it.

# R

## Reading

- 25 "We're here." She pointed to the spot that said Flint. "And Chicago is here in Illinois."
- 26 They looked pretty close, but I know how tricky maps can be, shucks, they can put the whole world on one page on a map, so I said, "How long would it take someone to walk that far?"
- 27 She said, "Oh, dear, quite a while, I'm afraid."
- 28 I thanked the librarian for the bad news and went to sit at one of the big heavy tables so I could think what to do next.

### Use the selection to answer questions 15 – 23.

15. What mood is expressed when Bud closes his eyes in the beginning of the selection?
- A. He is unhappy because he just walked to the library and up a tall set of stairs.
  - B. He is excited to feel the page powder on his face so he can fall asleep.
  - C. He is comfortable with the mixture of smells in the library.
  - D. He is nervous about a plan to find Miss Hill.
16. Which characteristic of fiction appears in the first five paragraphs of the selection?
- A. Dialogue is used to highlight human interaction.
  - B. A conflict between characters is developed.
  - C. The setting is described.
  - D. A theme is revealed.

- 25 “We’re here.” She pointed to the spot that said Flint. “And Chicago is here in Illinois.”
- 26 They looked pretty close, but I know how tricky maps can be, shucks, they can put the whole world on one page on a map, so I said, “How long would it take someone to walk that far?”
- 27 She said, “Oh, dear, quite a while, I’m afraid.”
- 28 I thanked the librarian for the bad news and went to sit at one of the big heavy tables so I could think what to do next.

**Usa el pasaje de lectura para responder a las preguntas 15 a 23.**

15. ¿Qué estado de ánimo se expresa cuando Bud cierra los ojos al comienzo del pasaje de lectura?
- A. Se siente descontento porque recién llegó a la biblioteca y subió una larga escalera.
  - B. Está ansioso por sentir el polvo de las páginas en su rostro para poder quedarse dormido.
  - C. Se siente cómodo con la mezcla de olores que hay en la biblioteca.
  - D. Está nervioso por su plan de encontrar a Miss Hill.
16. ¿Qué característica de la ficción aparece en los primeros cinco párrafos del pasaje de lectura?
- A. Se utiliza el diálogo para destacar la interacción entre las personas.
  - B. Se desarrolla un conflicto entre personajes.
  - C. Se describe el escenario.
  - D. Se revela un tema.



17. "Then their mouths come open and their heads start bouncing up and down like they're bobbing in a big tub of water for apples and before you know it, ... woop, zoop, sloop ... they're out cold and their face thunks down smack-dab on the book." (Paragraph 4)

Identify the simile in the above sentence and explain what it means in the context of this selection.

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

18. What information is revealed to the reader only through Bud's inner thoughts?
- A. Bud does not understand the librarian's reference to his matrimonial plans.
  - B. It would take a long time to walk from Flint, Michigan, to Chicago.
  - C. Bud left his suitcase with the librarian at the lending desk.
  - D. Miss Hill got married and moved to Chicago.

19. "Three doggone times I walked through the library, upstairs and down, and couldn't find her." (Paragraph 7)

What does this statement tell the reader about Bud's mood?

- A. He is tired from walking up and down the steps of the library while trying to find Miss Hill.
  - B. He is confused because he cannot remember which days Miss Hill works at the library.
  - C. He is disappointed that he cannot find Miss Hill to ask her to hold onto his suitcase.
  - D. He is frustrated because he cannot locate Miss Hill anywhere in the library.
20. Why is Bud doubtful when the librarian shows him the map to locate Chicago?
- A. He has not used an atlas before.
  - B. He does not believe that the librarian is telling him the complete truth about Miss Hill.
  - C. He wants to walk to Chicago, but he realizes that the map is not going to help him find his way.
  - D. He cannot tell the distance from place to place because such a large area can fit onto one page.

17. "Then their mouths come open and their heads start bouncing up and down like they're bobbing in a big tub of water for apples and before you know it, ... woop, zoop, sloop ... they're out cold and their face thunks down smack-dab on the book." (Párrafo 4)

Identifica un símil en la oración anterior y explica qué significa en el contexto de este pasaje de lectura.

Escribe tu respuesta en el **Documento de respuestas**.  
(2 puntos)

18. ¿Qué información se revela al lector sólo a través de los pensamientos íntimos de Bud?
- A. Bud no comprende la referencia que hace la bibliotecaria a sus planes matrimoniales.
  - B. Llevaría un largo tiempo caminar desde Flint, Michigan, hasta Chicago.
  - C. Bud dejó su maleta a la bibliotecaria en el escritorio de préstamos.
  - D. Miss Hill se casó y se mudó a Chicago.

19. "Three doggone times I walked through the library, upstairs and down, and couldn't find her." (Párrafo 7)

¿Qué revela el siguiente enunciado al lector sobre el estado de ánimo de Bud?

- A. Está cansado de subir y bajar los escalones de la biblioteca mientras intenta encontrar a Miss Hill.
  - B. Está confundido porque no puede recordar qué días trabaja Miss Hill en la biblioteca.
  - C. Se siente desilusionado porque no puede encontrar a Miss Hill para pedirle que le sostenga la maleta.
  - D. Se siente frustrado porque no puede localizar a Miss Hill en ningún lado en la biblioteca.
20. ¿Por qué Bud duda cuando la bibliotecaria le muestra el mapa para localizar Chicago?
- A. Nunca antes ha utilizado un atlas.
  - B. No cree que la bibliotecaria le esté diciendo toda la verdad sobre Miss Hill.
  - C. Desea caminar hasta Chicago, pero se da cuenta de que el mapa no lo ayudará a encontrar el camino.
  - D. Como el área, que es tan grande, cabe en una página, no puede calcular la distancia de un lugar a otro.

# R

## Reading

21. Explain Bud's first reaction to the smells in the air as he enters the library. Then, describe three specific smells that he notices afterward.

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

22. "She laughed a quiet, librarian-type laugh and said, 'Really, it's not bad news. Unless you had **matrimonial** plans concerning Miss Hill.'" (Paragraph 15)

Which paragraph helps the reader determine the meaning of the word **matrimonial**?

- A. paragraph 14
- B. paragraph 16
- C. paragraph 17
- D. paragraph 18

23. Which statement summarizes what happens at the end of the selection?
- A. Bud decides to consult another map of Michigan and its neighboring states.
  - B. Bud is relieved to see that Flint and Chicago are not too far apart.
  - C. Bud tries to make sense of the news that the librarian told him.
  - D. Bud cannot decide whether or not to believe the librarian.

21. Explica la primera reacción de Bud frente a los olores que hay en el aire cuando ingresa a la biblioteca. Luego, describe tres olores específicos que nota más tarde.

Escribe tu respuesta en el **Documento de respuestas**.  
(4 puntos)

22. "She laughed a quiet, librarian-type laugh and said, 'Really, it's not bad news. Unless you had **matrimonial** plans concerning Miss Hill.'" (Párrafo 15)

¿Qué párrafo ayuda al lector a determinar el significado de la palabra **matrimonial**?

- A. el párrafo 14
- B. el párrafo 16
- C. el párrafo 17
- D. el párrafo 18

23. ¿Qué enunciado resume lo que sucede al final del pasaje de lectura?

- A. Bud decide consultar otro mapa de Michigan y los estados vecinos.
- B. Bud se siente aliviado al ver que Flint y Chicago no se encuentran tan lejos entre sí.
- C. Bud intenta comprender las noticias que le dio la bibliotecaria.
- D. Bud no puede decidir si creerle o no a la bibliotecaria.

On the May 2008 Grade 6 Reading Achievement Test, items 24–29 are field-test items, which are not released.

Items 30–43 have not been slated for public release in 2008.



En la Evaluación de Rendimiento de Lectura de Sexto Grado, administrada en Mayo del 2008, las preguntas 24 a la 29 son de prueba de campo, lo cual significa que no es material público.

Las preguntas 30 a la 43 no han sido marcadas para ser hechas públicas en el 2008.



R