

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

# Sistema de evaluación de Ohio



## Lectura

Folleto de prueba del estudiante

Mayo de 2009

Esta evaluación fué originalmente administrada a estudiantes en Mayo del 2009. 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 2009. 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: Rikki-Tikki-Tavi**

“Rikki-Tikki-Tavi” in The Jungle Book by Rudyard Kipling, public domain.

### **Selection 2: Green Buildings**

By Sarah Ives, from National Geographic Kids News, April 21, 2004.

### **Selection 6: On Big Sandy River**

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# 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 all 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 participarás de la Prueba de evaluación de lectura de 6.º grado de Ohio. En esta evaluación, aparecen tres tipos diferentes de preguntas: de opción múltiple, de respuesta corta y de respuesta extendida.

Existen varios detalles importantes que debes recordar:

1. Lee atentamente cada pregunta. Analiza lo que se pregunta. Observa con atención los gráficos o diagramas porque te ayudarán a comprender la pregunta.
2. Para las preguntas que tienen respuesta corta y extendida, usa un lápiz para escribir tus respuestas de manera clara y ordenada en el espacio provisto en el documento de respuestas. Todas las respuestas que indiques en el Cuadernillo de evaluación del alumno no se calificarán.
3. Las preguntas de respuesta corta valen dos puntos. Las preguntas de respuesta extendida valen cuatro puntos. El puntaje se indica al lado de cada pregunta en el Cuadernillo de evaluación del alumno. El espacio que se proporciona para las respuestas es el mismo, independientemente de si se trata de preguntas de dos o cuatro puntos.
4. Para las preguntas de opción múltiple, pinta el interior del círculo que está al lado de la opción que elijas para esa pregunta en el documento de respuestas. Marca solamente una opción por cada pregunta. Rellena completamente los círculos en el documento de respuestas. Si cambias tu respuesta, asegúrate de borrar completamente la marca anterior.
5. No dediques demasiado tiempo a una pregunta. Continúa con la próxima y regresa luego a la que quedó sin responder después de haber respondido al resto de las preguntas.
6. Revisa todo tu trabajo cuando hayas terminado.

**Rikki-Tikki-Tavi**

Rudyard Kipling

1 This is the story of the great war that Rikki-tikki-tavi fought singlehanded, through the bathrooms of the big bungalow in Segowlee cantonment.<sup>1</sup> Darzee the Tailorbird helped him, and Chuchundra the Muskrat, who never comes out into the middle of the floor, but always creeps round by the wall, gave him advice, but Rikki-tikki did the real fighting.

2 He was a mongoose, rather like a little cat in his fur and his tail, but quite like a weasel in his head and his habits. His eyes and the end of his restless nose were pink. He could scratch himself anywhere he pleased with any leg, front or back, that he chose to use. He could fluff up his tail till it looked like a bottle brush, and his war cry as he scuttled through the long grass was: *Rikk-tikk-tikki-tikki-tchk!*

3 One day, a high summer flood washed him out of the burrow where he lived with his father and mother, and carried him, kicking and clucking, down a roadside ditch. He found a little wisp of grass floating there, and clung to it till he lost his senses. When he revived, he was lying in the hot sun on the middle of a garden path, very draggled indeed, and a small boy was saying, "Here's a dead mongoose. Let's have a funeral."

4 "No," said his mother, "let's take him in and dry him. Perhaps he isn't really dead."

5 They took him into the house, and a big man picked him up between his finger and thumb and said he was not dead but half choked. So they wrapped him in cotton wool, and warmed him over a little fire, and he opened his eyes and sneezed.

6 "Now," said the big man (he was an Englishman who had just moved into the bungalow), "don't frighten him, and we'll see what he'll do."

7 It is the hardest thing in the world to frighten a mongoose, because he is eaten up from nose to tail with curiosity. The motto of all the mongoose family is "Run and find out," and Rikki-tikki was a true mongoose. He looked at the cotton wool, decided that it was not good to eat, ran all round the table, sat up and put his fur in order, scratched himself, and jumped on the small boy's shoulder.

8 "Don't be frightened, Teddy," said his father. "That's his way of making friends."

9 "Ouch! He's tickling under my chin," said Teddy.

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<sup>1</sup>**cantonment:** temporary living quarters

- 10 Rikki-tikki looked down between the boy's collar and neck, snuffed at his ear, and climbed down to the floor, where he sat rubbing his nose.
- 11 "Good gracious," said Teddy's mother, "and that's a wild creature! I suppose he's so tame because we've been kind to him."
- 12 "All mongooses are like that," said her husband. "If Teddy doesn't pick him up by the tail, or try to put him in a cage, he'll run in and out of the house all day long. Let's give him something to eat."
- 13 They gave him a little piece of raw meat. Rikki-tikki liked it immensely, and when it was finished he went out into the veranda and sat in the sunshine and fluffed up his fur to make it dry to the roots. Then he felt better.
- 14 "There are more things to find out about in this house," he said to himself, "than all my family could find out in all their lives. I shall certainly stay and find out."
- 15 He spent all that day roaming over the house. He nearly drowned himself in the bathtubs, put his nose into the ink on a writing table, and burned it on the end of the big man's cigar, for he climbed up in the big man's lap to see how writing was done.

# R

## Reading

Use the selection to answer questions 1 – 9.

1. According to the narrator, a mongoose is most similar in behavior to which of these animals?
  - A. a weasel
  - B. a muskrat
  - C. a tailorbird
  - D. a house cat
  
2. Which event leads Rikki-tikki-tavi to the family?
  - A. Rikki-tikki-tavi fights a great war.
  - B. Rikki-tikki-tavi escapes from a cage.
  - C. A flood washes Rikki-tikki-tavi out of his burrow.
  - D. Teddy's father offers Rikki-tikki-tavi a piece of raw meat.
  
3. Which detail from the selection best describes Rikki-tikki-tavi's personality?
  - A. "He was a mongoose, rather like a little cat in his fur and his tail ... ."
  - B. "... he opened his eyes and sneezed."
  - C. "... he is eaten up from nose to tail with curiosity."
  - D. "He looked at the cotton wool, decided that it was not good to eat ... ."
  
4. Describe the attitude of Teddy's father and then the attitude of Teddy's mother toward Rikki-tikki-tavi. Support your description of each attitude with a specific detail from the selection.

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

Usa el texto para responder a las preguntas 1 a 9.

1. Según el narrador, ¿a cuál de estos animales se parece más una mangosta por su comportamiento?
  - A. una comadreja
  - B. una rata almizclera
  - C. un pájaro sastre
  - D. un gato doméstico
  
2. ¿Qué acontecimiento lleva a Rikki-tikki-tavi a la familia?
  - A. Rikki-tikki-tavi pelea en una gran guerra.
  - B. Rikki-tikki-tavi se escapa de una jaula.
  - C. Una inundación saca a Rikki-tikki-tavi de su madriguera.
  - D. El padre de Teddy le ofrece a Rikki-tikki-tavi un trozo de carne cruda.
  
3. ¿Qué detalle del texto describe mejor la personalidad de Rikki-tikki-tavi?
  - A. "He was a mongoose, rather like a little cat in his fur and his tail ... ."
  - B. "... he opened his eyes and sneezed."
  - C. "... he is eaten up from nose to tail with curiosity."
  - D. "He looked at the cotton wool, decided that it was not good to eat ... ."
  
4. Describe la actitud del padre de Teddy y luego la actitud de la madre de Teddy hacia Rikki-tikki-tavi. Fundamenta tu descripción de cada actitud con un detalle específico del texto.

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

5. Why does Rikki-tikki-tavi want to stay in the bungalow?
- A. He wants to repay the family for saving his life.
  - B. He needs a safe place to stay until he feels better.
  - C. He believes he will find interesting things to explore.
  - D. He knows there is something dangerous in the bathroom.

6. "One day, a high summer flood washed him out of the burrow where he lived with his father and mother, and carried him, kicking and clucking, down a roadside ditch. He found a little wisp of grass floating there, and clung to it till he lost his senses. When he revived, he was lying in the hot sun on the middle of a garden path, very **draggled** indeed ... ."

What does the word **draggled** mean in the last sentence above?

- A. having had a good time
- B. well-rested and feeling fit
- C. soiled by water and mud
- D. locked inside a cage or yard

5. ¿Por qué Rikki-fikki-tavi quiere quedarse en la casa?
- A. Quiere retribuir a la familia por haberle salvado la vida.
  - B. Necesita un lugar seguro donde quedarse hasta que se sienta mejor.
  - C. Cree que encontrará cosas interesantes para explorar.
  - D. Sabe que hay algo peligroso en el baño.

6. "One day, a high summer flood washed him out of the burrow where he lived with his father and mother, and carried him, kicking and clucking, down a roadside ditch. He found a little wisp of grass floating there, and clung to it till he lost his senses. When he revived, he was lying in the hot sun on the middle of a garden path, very **draggled** indeed ... ."

¿Qué significa la palabra **draggled** en la última oración del párrafo anterior?

- A. having had a good time
- B. well-rested and feeling fit
- C. soiled by water and mud
- D. locked inside a cage or yard

# R

## Reading

7. Below are three characteristics of Rikki-tikki-tavi labeled A, B and C. The significance of characteristic A is given. Explain the significance of characteristics B and C, making sure to label your answers.

Characteristic A: "He could scratch himself anywhere he pleased with any leg, front or back, that he chose to use."

Significance of Characteristic A: The significance of this characteristic is that Rikki is flexible.

Characteristic B: "This is the story of the great war that Rikki-tikki-tavi fought singlehanded ... ."

Characteristic C: "Rikki-tikki looked down between the boy's collar and neck, snuffed at his ear, and climbed down to the floor ... ."

In your **Answer Document**, explain the significance of characteristics B and C. (2 points)

8. "The motto of all the mongoose family is 'Run and find out,' and Rikki-tikki was a **true** mongoose."

Which word in the following thesaurus entry would best replace **true** in the sentence above?

**true** *adjective* faithful, sincere, honest, worthy, careful, accurate, precise, absolute, model, genuine, real, authentic, actual, appropriate, proper, suitable

- A. sincere
- B. careful
- C. precise
- D. genuine

7. A continuación hay tres características de Rikki-tikki-tavi identificadas con las letras A, B y C. Se da el significado de la característica A. Explica el significado de las características B y C, y recuerda poner el nombre con las letras correspondientes a tus respuestas.

Característica A: "He could scratch himself anywhere he pleased with any leg, front or back, that he chose to use."

Significado de la característica A: El significado de la característica A es que Rikki es flexible.

Característica B: "This is the story of the great war that Rikki-tikki-tavi fought singlehanded ... ."

Característica C: "Rikki-tikki looked down between the boy's collar and neck, snuffed at his ear, and climbed down to the floor ... ."

En tu **Documento de Respuestas**, explica el significado de las características B y C. (2 puntos)

8. "The motto of all the mongoose family is 'Run and find out,' and Rikki-tikki was a **true** mongoose."

¿Cuál de las palabras de la siguiente entrada de tesoro sería la mejor para reemplazar **true** en la oración anterior?

**true** *adjective* faithful, sincere, honest, worthy, careful, accurate, precise, absolute, model, genuine, real, authentic, actual, appropriate, proper, suitable

- A. sincere
- B. careful
- C. precise
- D. genuine

# R

## Reading

9. Who is telling the story in this selection?
- A. Teddy
  - B. Teddy's father
  - C. a third-person narrator who observes only the actions of the characters in the story
  - D. a limited omniscient narrator who reports everyone's actions but only one character's thoughts

9. ¿Quién relata la historia en este texto?
- A. Teddy
  - B. el padre de Teddy
  - C. un narrador en tercera persona que observa solamente las acciones de los personajes de la historia
  - D. un narrador parcialmente omnisciente que informa sobre las acciones de todos pero revela los pensamientos de un solo personaje

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## Green Buildings

Sarah Ives

- 1            These days a green building means more than just the color of the paint. Green building can also refer to environmentally friendly houses, factories, and offices.
- 2            Green building means “reducing the impact of the building on the land,” Taryn Holowka of the U.S. Green Building Council in Washington, D.C., said.
- 3            According to Holowka, buildings account for 65 percent of total U.S. electricity use.
- 4            But green buildings can reduce energy and water use. Also, the buildings are often located near public transportation such as buses and subways, so that people can drive their cars less. That could be good for the environment, because cars use lots of natural resources, such as gasoline, and give off pollution.
- 5            Green buildings are often built on previously developed land, so that the buildings don’t destroy forests or other wild habitats.
- 6            Marty Dettling is project manager for a building that put these ideas into action. The Solaire has been called the country’s first green residential high-rise building.
- 7            According to Dettling, “We’ve reduced our energy consumption by one-third and our water by 50 percent.”
- 8            The Solaire cuts energy in part by using solar power.
- 9            “On the face of the building we have what are called solar panels. The solar panels absorb the sun’s energy and convert it to electricity,” Dettling explained.
- 10           The Solaire also has lights that automatically turn off when people leave the room. Plus, the building has lots of windows. This allows people to use the sun for light instead of lamps during the day.
- 11           The Solaire cuts water by re-using it. The building takes water from the sink and shower and puts it in the toilets.



# R

## Reading

- 12 While not everyone lives in a green building, Holowka said that kids can help make “regular” homes greener. You can recycle, turn off the water faucet when you’re not using it, and turn off lights when you’re not in the room.

Use the selection to answer questions 10 – 14.

10. Based on information in the selection, what is one benefit of constructing green buildings?
- A. Green buildings account for 65 percent of American electricity use.
  - B. Green buildings are built using recycled materials.
  - C. Green buildings preserve natural habitats.
  - D. Green buildings cost less to build.

11. Describe two characteristics of the Solaire that qualify it as a green building.

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

12. “Also, the buildings are often located near public **transportation** such as **buses** and subways ... .” (Paragraph 4)

Based on the way the words **transportation** and **buses** are used in the sentence above, which word pair completes the analogy?

**TRANSPORTATION : BUSES ::**

- A. sun : light
- B. color : green
- C. subways : cars
- D. recycle : energy

- 12 While not everyone lives in a green building, Holowka said that kids can help make “regular” homes greener. You can recycle, turn off the water faucet when you’re not using it, and turn off lights when you’re not in the room.

Usa el texto para responder a las preguntas 10 a 14.

10. Según la información que se presenta en el texto, ¿cuál es un beneficio de construir edificios ecológicos?
- A. Los edificios ecológicos representan el 65 por ciento del uso de electricidad American.
- B. Los edificios ecológicos se construyen con materiales reciclados.
- C. Los edificios ecológicos preservan los hábitats naturales.
- D. Construir edificios ecológicos es más barato.

11. Describe dos características de Solaire que lo hacen un edificio ecológico.

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

12. “Also, the buildings are often located near public **transportation** such as **buses** and subways ... .”  
(Párrafo 4)

Según la forma en que las palabras **transportation** y **buses** se usan en la oración anterior, ¿qué par de palabras completa la analogía?

**TRANSPORTATION : BUSES ::**

- A. sun : light
- B. color : green
- C. subways : cars
- D. recycle : energy

13. "According to Dettling, 'We've reduced our energy **consumption** by one-third and our water by 50 percent.'" (Paragraph 7)

Which sentence from the selection helps the reader determine the meaning of **consumption**?

- A. "Green building means 'reducing the impact of the building on the land' ... ."
- B. "But green buildings can reduce energy and water use."
- C. "'The solar panels absorb the sun's energy and convert it to electricity,' Dettling explained."
- D. "The building takes water from the sink and shower and puts it in the toilets."

14. Which sentence describes how this selection is organized?

- A. It follows how something develops over time.
- B. It introduces an idea and includes an example of that idea.
- C. It describes a topic and gives pros and cons about that topic.
- D. It explains the causes and effects that occur when something changes.

13. "According to Dettling, 'We've reduced our energy **consumption** by one-third and our water by 50 percent.'" (Párrafo 7)

¿Qué oración del texto ayuda al lector a determinar el significado de **consumption**?

- A. "Green building means 'reducing the impact of the building on the land' ... ."
- B. "But green buildings can reduce energy and water use."
- C. "'The solar panels absorb the sun's energy and convert it to electricity,' Dettling explained."
- D. "The building takes water from the sink and shower and puts it in the toilets."

14. ¿Qué oración describe cómo está organizado este texto?

- A. Sigue el desarrollo de algo a través del tiempo.
- B. Introduce una idea e incluye un ejemplo de esa idea.
- C. Describe un tema y presenta los pros y los contras de ese tema.
- D. Explica las causas y efectos que se presentan cuando algo cambia.

On the May 2009 Grade 6 Reading Achievement Test, items 15–20 are field-test items, which are not released.

Items 21–38 have not been slated for public release in 2009.

En la Evaluación de Rendimiento de Lectura de Sexto Grado, administrada en Mayo del 2009, las preguntas 15 a la 20 son de prueba de campo, lo cual significa que no es material público.

Las preguntas 21 a la 38 no han sido marcadas para ser hechas públicas en el 2009.

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## On Big Sandy River

Effie Waller Smith

- 1 The sun-bathed hills were beautiful,  
The day was rich and fair  
The wind was blowing fresh and cool,  
The atmosphere was rare.
- 2 When merry and light hearted in  
A "Jack-boat"<sup>1</sup> painted red  
Seeking some far off woodland scene  
We up the Sandy sped.
- 3 Far up the rippling, winding stream  
We found a pleasant spot,  
'Twas beautiful in the extreme —  
Hid from the sunbeams hot.
- 4 The branches of the sycamore  
With spreading branches wide  
Made a lovely archway o'er  
The river from each side.
- 5 We pushed our boat toward the shore  
And caref'ly tied her to  
A drooping branch of sycamore  
Which near the water grew.
- 6 Along the shady, sandy bank  
Where grew the peppermint  
Among the willows tall and rank<sup>2</sup>  
We left our deep feet's print.
- 7 On a large rock smooth and bare  
We stopped awhile; and ate  
A most delicious dinner there  
Which we'll not soon forget.

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<sup>1</sup>"Jack-boat": a name for a boat used in the early 1900s originating in Newfoundland, Canada

<sup>2</sup>rank: very overgrown



# R

## Reading

- 8 When shadows of the evening showed  
Upon the mountain green  
Our painted boat we lightly rowed  
Adown the rippling stream.
- 9 With happy minds we homeward went  
Thinking we would never  
Forget the pleasant day we'd spent  
On dear old Sandy River.

Use the selection to answer questions 39 – 43.

39. How does the speaker describe the mood in stanza 1?
- A. as cold and lonely
  - B. as fun and exciting
  - C. as distant and quiet
  - D. as perfect and inviting

40. Which word from stanza 8 describes the direction in which the travelers steered the Jack-boat?
- A. showed
  - B. Adown
  - C. rippling
  - D. lightly

- 8 When shadows of the evening showed  
Upon the mountain green  
Our painted boat we lightly rowed  
Adown the rippling stream.
- 9 With happy minds we homeward went  
Thinking we would never  
Forget the pleasant day we'd spent  
On dear old Sandy River.

Usa el texto para responder a las preguntas 39 a 43.

39. ¿Cómo describe el narrador la atmósfera en la estrofa 1?

- A. fría y solitaria
- B. divertida y emocionante
- C. distante y tranquila
- D. perfecta y tentadora

40. ¿Qué palabra de la estrofa 8 describe hacia qué rumbo los viajeros dirigen el Jack-boat?

- A. showed
- B. Adown
- C. rippling
- D. lightly

# R

## Reading

41. How does the author describe the spot where the travelers first step out of their boat?
- A. It is filled with abundant growth.
  - B. It is smooth and bare.
  - C. It is well-maintained.
  - D. It is often traveled.

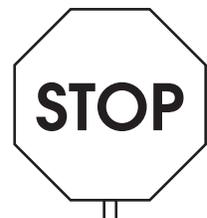
42. Identify two characteristics that make this selection a poem.

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

43. "With happy minds we **homeward** went"

In the line above, what does the word formed by the root word **home** and the suffix **-ward** mean?

- A. in the direction of home
- B. one who owns a home
- C. without a home
- D. like a home



41. ¿De qué modo la autora describe el lugar donde los viajeros bajan del bote por primera vez?
- A. Lleno de abundante vegetación.
  - B. Es llano y sin vegetación.
  - C. Está bien mantenido.
  - D. Es muy visitado por viajeros.

42. Identifica dos características de este texto que lo hacen un poema.

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

43. "With happy minds we **homeward** went"

En el verso anterior, ¿qué significa la palabra formada por la raíz **home** y el sufijo **-ward**?

- A. in the direction of home
- B. one who owns a home
- C. without a home
- D. like a home



R