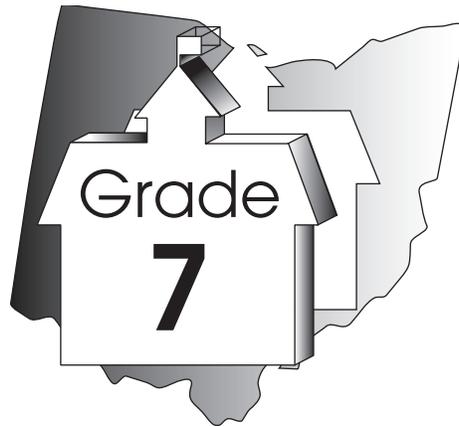


Student Name: _____

Ohio Achievement Tests



Reading

Student Test Booklet

Half-Length Practice Tests

The Ohio Department of Education does not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in employment or the provision of services.

Directions:

Today you will be taking the Ohio Grade 7 Reading Practice 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 help you understand the question.
2. For short-answer and extended-response questions, 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.

The Story of My Life

Helen Keller

- 1 The morning after my teacher came she led me into her room and gave me a doll. The little blind children at the Perkins Institution had sent it and Laura Bridgman¹ had dressed it; but I did not know this until afterward. When I had played with it a little while, Miss Sullivan slowly spelled into my hand the word "d-o-l-l." I was at once interested in this finger play and tried to imitate it. When I finally succeeded in making the letters correctly I was flushed with childish pleasure and pride. Running downstairs to my mother I held up my hand and made the letters for doll. I did not know that I was spelling a word or even that words existed; I was simply making my fingers go in monkey-like imitation. In the days that followed I learned to spell in this uncomprehending way a great many words, among them *pin*, *hat*, *cup*, and a few verbs like *sit*, *stand*, and *walk*. But my teacher had been with me several weeks before I understood that everything has a name.
- 2 One day, while I was playing with my new doll, Miss Sullivan put my big rag doll into my lap also, spelled "d-o-l-l" into my hand, and tried to make me understand that "d-o-l-l" applied to both. Earlier in the day we had had a tussle over the words "m-u-g" and "w-a-t-e-r." Miss Sullivan had tried to impress it upon me that "m-u-g" is *mug* and that "w-a-t-e-r" is *water*, but I persisted in confounding the two. In despair she had dropped the subject for the time, only to renew it at the first opportunity. I became impatient at her repeated attempts and, seizing the new doll, I dashed it upon the floor. I was keenly delighted when I felt the fragments of the broken doll at my feet. Neither sorrow nor regret followed my passionate outburst. I had not loved the doll. In the still, dark world in which I lived there was no strong sentiment or tenderness. I felt my teacher sweep the fragments to one side of the hearth, and I had a sense of satisfaction that the cause of my discomfort was removed. She brought me my hat, and I knew I was going out into the warm sunshine. This thought, if a wordless sensation may be called a thought, made me hop and skip with pleasure.
- 3 We walked down the path to the well-house,² attracted by the fragrance of the honeysuckle with which it was covered. Some one was drawing water and my teacher placed my hand under the spout. As the cool stream

¹ **Laura Bridgman:** a student from the Perkins Institution

² **well-house:** a shed housing a water pump



gushed over one hand she spelled into the other the word *water*, first slowly, then rapidly. I stood still, my whole attention fixed upon the motions of her fingers. Suddenly I felt a misty consciousness as of something forgotten—a thrill of returning thought; and somehow the mystery of language was revealed to me. I knew then that “w-a-t-e-r” meant the wonderful cool something that was flowing over my hand. That living word awakened my soul, gave it light, hope, joy, set it free! There were barriers still, it is true, but barriers that could in time be swept away.

- 4 I left the well-house eager to learn. Everything had a name, and each name gave birth to a new thought. As we returned to the house every object which I touched seemed to quiver with life. That was because I saw everything with a strange, new sight that had come to me. On entering the door I remembered the doll I had broken. I felt my way to the hearth and picked up the pieces. I tried vainly to put them together. Then my eyes filled with tears; for I realized what I had done, and for the first time I felt repentance and sorrow.

Excerpt from *The Story of My Life* by Helen Keller, pp. 35-37, © copyright 1902, 1903, 1905 by Helen Keller.

Use the passage to answer questions 1 – 10.

- | | |
|---|--|
| <p>1. What is the best purpose for reading this passage?</p> <ul style="list-style-type: none">A. to discover Helen Keller’s likes and dislikesB. to find out about Helen Keller’s educationC. to compare Helen Keller’s teaching style with Miss Sullivan’sD. to understand how easily Helen Keller learned sign language | <p>2. Why did Helen Keller have a conflict with Miss Sullivan?</p> <ul style="list-style-type: none">A. She wanted Miss Sullivan to let her play.B. She could not follow Miss Sullivan’s rules.C. She would not go outside with Miss Sullivan.D. She was frustrated by Miss Sullivan’s lessons. |
|---|--|

3. "Miss Sullivan had tried to **impress** it upon me that 'm-u-g' is *mug* and that 'w-a-t-e-r' is *water*, but I persisted in confounding the two."

Which definition of **impress** is used in the sentence above?

impress (im prĕs') v. **1)** to force or command someone to do something **2)** to affect or influence significantly **3)** to appear impressive; make a good impression **4)** to apply pressure on; to stamp or print

- A. definition 1
B. definition 2
C. definition 3
D. definition 4
4. "Suddenly I felt a misty consciousness as of something forgotten—a thrill of returning thought; and somehow the mystery of language was revealed to me."
- What was the "mystery" that "was revealed" to Helen Keller?
- A. the idea that learning involves remembering facts
B. the knowledge that teachers want their pupils to learn
C. the acceptance that it takes time for students to master their lessons
D. the awareness that there is a relationship between words and objects

5. "There were barriers still, it is true, but barriers that could in time be swept away."

What feeling does the language in the sentence above primarily express?

- A. hope
B. regret
C. hostility
D. concern
6. "In the still, dark world in which I lived there was no strong sentiment or tenderness."

Explain why Helen Keller makes the statement above and whether the statement holds true throughout the passage. Support each of your explanations with specific details from the passage.

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

7. "I left the well-house eager to learn. Everything had a name, and each name gave birth to a new thought."

What does Helen Keller describe in the sentences above?

- A. a sense of being overwhelmed by information
 - B. a breakthrough in her thinking process
 - C. an interest in the workings of nature
 - D. an impulse to write her book
8. Which sentence from the passage illustrates that the narrator's point of view is subjective?
- A. "The morning after my teacher came she led me into her room and gave me a doll."
 - B. "The little blind children at the Perkins Institution had sent it and Laura Bridgman had dressed it... ."
 - C. "Running downstairs to my mother I held up my hand and made the letters for doll."
 - D. "As we returned to the house every object which I touched seemed to quiver with life."

9. "I felt my way to the hearth and picked up the pieces. I tried **vainly** to put them together. Then my eyes filled with tears; for I realized what I had done, and for the first time I felt repentance and sorrow."

In the second sentence above, what does the word **vainly** mean?

- A. in a proud way
 - B. in a silly or foolish style
 - C. in an unsuccessful manner
 - D. in an empty or thoughtless fashion
10. On the basis of Helen Keller's experiences by the end of the passage, predict her attitude toward her future lessons. Support your answer with specific details.

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

A People and a Tree

Christine Graf

- 1 Hundreds of years ago, babies born to the Northwest Coast Indians slept in cradles made of cedar wood. They snuggled under blankets and wore diapers made from cedar bark. As the babies grew, they came to understand how important the cedar tree was to their way of life.
- 2 Northwest Coast Indian tribes have always lived along the western shores of Canada and the northwestern coast of the United States. Long ago, the Indians relied on the western red cedar in every part of their lives. It was so important to them that they called it the Tree of Life.
- 3 The Indians used the cedar trees with care and respect. Of the hundreds of things they made from the trees, only a few used up whole trunks. Trunks were taken only for special purposes, such as house or canoe building. Amazingly, the Indians had learned how to take bark, roots, and branches without killing the tree.

Bark

- 4 Large pieces of the cedar's outer bark were cut into strips to make boxes and other kinds of containers. Narrow strips were woven into mats, which were used for bedding, room dividers, and tablecloths.
- 5 The inner bark would be pounded with a stone until it was soft and fluffy. It would also be shredded, using tools made of whale or deer bone. Women worked on pieces of inner bark until they were soft enough to make diapers and crib padding. Before taking bark, women said special prayers of thanks to the tree. They knew how much bark they could take without harming the cedar. Bark was also used to make masks, skirts, headbands, blankets, ropes, and more.

Wood

- 6 The Indians used cedar wood to build their longhouses. These buildings were large enough to be home to 20 people. Whole trees were cut down to provide the large logs needed for house beams.



- 7 One method the Indians used to cut down a tree was to set the bottom of the tree on fire. Above the fire, wet clay was packed on the tree to keep the fire from spreading upward. After burning for a while, the fire was put out and burnt wood was scraped away. The whole process was repeated several times until the tree fell.

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Use the passage to answer questions 11 – 15.

11. In the first paragraph, what does the author stress when she discusses cedar objects made for babies?

- A. The Northwest Coast Indians thought cedar was more comfortable than any other material.
- B. Cedar was so plentiful that the Northwest Coast Indians grew up taking it for granted.
- C. Cedar played a fundamental role in the lives of the Northwest Coast Indians.
- D. The Northwest Coast Indians gave cedar only to highly valued individuals.

12. "Hundreds of years ago, babies born to the Northwest Coast Indians slept in cradles made of cedar wood. They **snuggled** under blankets and wore diapers made from cedar bark."

In the second sentence above, the word **snuggled** suggests what kind of feeling?

- A. health
- B. comfort
- C. creativity
- D. restlessness

R

Reading

13. Use two pieces of information from the passage to explain how the Indians showed “care and respect” for the cedar trees.

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

14. What kind of information is found in the subheading titled “**Bark**”?

- A. names for bark
- B. how bark grows
- C. ways bark was used
- D. why bark was burned

15. What is the main idea of the passage?

- A. the influence of the environment on a native people’s lifestyle
- B. the discovery of an ancient settlement built by native people
- C. the migration of a native people across the United States
- D. the development of a native people’s arts and crafts

