

Student Name: _____

Ohio Achievement Tests



Reading Student Test Booklet March 2006

This test was originally administered to students in March 2006.

Not all items from the March 2006 administration will be released in this document. According to Ohio Revised Code (ORC) 3301.07.11: 4(b) . . . not less than forty percent of the questions on the test that are used to compute a student's score shall be a public record. The department (of education) shall determine which questions will be needed for reuse on a future test and those questions shall not be public records and shall be redacted from the test prior to its release as a public record.

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

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Selection 3: Sneakers! *The All-Stars of Footwear*

"Sneakers" by Patrick Joseph, *National Geographic for Kids*, March 2002, pp. 12–14. Used by permission of National Geographic Image Collection.

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Selection 5: Mr. No and Miss Rose

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Directions:

Today you will be taking the Ohio Grade 5 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. For most questions, 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.

Items 1-8 have not been slated for public release in 2006.

On the March 2006 Grade 5 Reading Achievement Test, items 9-14 are a field-test items, which are not released.

Directions: Read the selection.

Sneakers!

The All-Stars of Footwear

by Patrick Joseph



Look down at your feet. What are you wearing on them? Odds are the answer is sneakers. Sneakers are everywhere. But how much do you know about this popular footwear? How were sneakers invented? What are they made of? And why are they called “sneakers” anyway?

Rooted in Rubber

The story of sneakers started about 500 years ago. That’s when European explorers in Central and South America noticed Native Americans playing with an unusual ball. The ball was made from a milky, white liquid that oozed out of the *cahuchu* (ka OO choo) tree. The liquid, known today as latex (LAY tex), hardened as it dried.

Native Americans had practical uses for latex too. They spread the sticky liquid on their feet. Once it dried, it formed a very thin “shoe” that protected their feet from water. They also made waterproof bottles with latex.

When explorers brought latex samples back to Europe in the early 1700s, scientists started searching for their own ways to use it. In 1770, an English chemist named Joseph Priestley discovered that the gummy stuff could rub out pencil marks. People dubbed it “rubber,” and the name stuck.



The Right Stuff

By the early 1800s, manufacturers in the United States and Europe had found many uses for rubber. They used the stretchy, waterproof stuff for raincoats, hoses, elastic bands, and more. But rubber wasn't very good for making most things. It got too brittle in the cold and too sticky in the heat.

That changed in 1839. An inventor named Charles Goodyear mixed rubber and a smelly yellow chemical called sulfur. Then he accidentally spilled the mixture onto a hot stove. The resulting glop stayed firm and stretchy whatever the temperature. It was called vulcanized (VUL can ized) rubber, named after Vulcan, the Roman god of fire.

Sneaking Around

A few years later, manufacturers teamed vulcanized rubber soles, or shoe bottoms, with a tough fabric called canvas. The result was comfortable, lightweight shoes. Up until then, almost everyone wore leather shoes with hard soles that clomped loudly with each step. The new rubber-soled shoes were very quiet. You could easily sneak around in them, so people started calling them "sneakers."

At first, sneakers weren't very popular. For one thing, they were expensive. And people were more excited about using vulcanized rubber to make tires for bicycles—and, later, cars. But in 1916, a rubber company introduced a simple sneaker called Keds. Its price was low, so many people could afford a pair. Keds were a huge success.

A year later, another company called Converse created the first basketball sneaker. The All Star model featured rubber soles that kept players from slipping on the court. They also had canvas tops that went up around the ankle for good support. Sneakers were off and running.

Stepping Up Design

It wasn't until the fitness craze of the 1970s that many people started taking sneakers seriously, though.

Track coach Bill Bowerman was one of these people. He realized that if he could create lighter sneakers, his runners would save energy. In fact, shaving just

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one ounce off the shoes would help. The runner's legs would lift 200 fewer pounds over the course of a mile. That could help his athletes win races.

One day in 1971, inspired by his breakfast, Bowerman poured liquid rubber into his wife's waffle iron, and let it harden. The experiment ruined the waffle iron. But it resulted in the first "waffle soles." These were lighter than flat soles because of all the notches in the waffle pattern. Plus they gave better traction, or grip. A new model for sneaker soles hit the pavement.

Modern Wonders

Today, sneakers are big business. In 2000, people in the United States spent more than \$15 billion on them. That means they purchased more than 405 million pairs. Modern sneaker designs jump far beyond the first canvas-and-rubber model.

Whether you wear sneakers to play sports or for fashion flair, the choices today are endless. So the next time you get a new pair of sneakers, take a good look at how they're made. Think about what goes into them and all the history behind them. Then slip them on and take off!

Directions: Use the selection to answer questions 15 – 23.

15. Charles Goodyear accidentally discovered rubber. Which statement shows the cause of that accident?
- A. He added some raised notches and a waffle pattern.
 - B. He poured hot rubber onto a waffle iron to harden.
 - C. He let white liquid latex cool and harden as it dried.
 - D. He dropped rubber mixed with sulfur on a hot stove.



16. How did rubber get its name?
- A. People were excited about using it to make bicycle tires.
 - B. European explorers found Native Americans playing ball.
 - C. An inventor mixed hot latex with a chemical called sulfur.
 - D. An English scientist discovered that it erased pencil marks.
17. "It wasn't until the fitness **craze** of the 1970s that many people started taking sneakers seriously, though."

Which definition of **craze** is used in the sentence?

craze /krāz/ **1)** *v.* to annoy someone. **2)** *n.* a popular fashion or thing to do. **3)** *n.* a very thin crack. **4)** *v.* to cover in small thin cracks.

- A. definition 1
 - B. definition 2
 - C. definition 3
 - D. definition 4
18. In the **Answer Document**, write a summary of the selection. Begin with the main idea. Use the subheadings as a guide. (4 points)

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19. Vulcanized rubber is different from rubber used in Europe in the 1700s.

Which statement supports this idea?

- A. Vulcanized rubber makes clothing waterproof.
- B. Vulcanized rubber can rub out pencil marks.
- C. Vulcanized rubber gets sticky in hot weather.
- D. Vulcanized rubber stays stretchy in cold weather.

20. Why did Bill Bowerman want to change the sneaker?

- A. He wanted to be a part of the fitness craze.
- B. He wanted to make a shoe for basketball.
- C. He wanted to help his track team run faster.
- D. He wanted to make a quieter running shoe.

21. Use information in the selection to describe two different ways that Native Americans used latex. Write your answer in the **Answer Document**. (2 points)



22. "These were lighter than flat soles because of all the notches in the waffle pattern. Plus they gave better **traction**, or grip. A new model for sneaker soles hit the pavement."

What word helps define the word **traction**?

- A. grip
 - B. sneakers
 - C. lighter
 - D. soles
23. What was the first thing manufacturers did that made many people begin to buy sneakers?
- A. They made waffle soles for traction.
 - B. They made a simple, low-cost sneaker.
 - C. They made lightweight shoes that helped people run faster.
 - D. They made sneakers that kept basketball players from slipping.

Items 24-27 have not been slated for public release in 2006.



Directions: Read the selection.

Mr. No and Miss Rose

by Amy Gerstin Coombs



Bobby came to live with us the same week we moved. He was a boy of five who never laughed. When I talked to him, he'd stare at me with dark eyes, absorbing every word but saying nothing. He seemed to feel even sadder and more lost than I felt.

At first Bobby and I spent our time sitting on the gray front steps and feeding bread to the pigeons. Eventually, though, I made new friends, too. While we hopscotched and jumped rope on the sidewalk, Bobby watched from the stoop.

In the house to our right lived an older woman I was told to call Miss Rose. I waved to her every morning as she caught the bus to her job, yet she never invited me into her home, and I never saw anyone visit her on weekends.

One morning I was sitting outside with Bobby when the front door opened and a large, black-and-white tomcat limped out. The cat managed to jump up onto the porch railing. Bobby gave a small gasp of excitement.

"You want to pet the cat?" I asked. He nodded his head yes. "Go slowly so you don't scare him," I said.

The cat sat there eying us as we approached, but as soon as Bobby lifted his hand, the animal leaped off the railing and scuttled behind a geranium pot. Just then the front door opened again, and out came Miss Rose.

"That there's Mr. No," she said. "Might take him awhile to cotton to you."

"Why do you call him Mr. No?" I asked.

"Used to tell him, 'No, no, don't do them naughty things' but he just turned a deaf ear! Stubborn old mule." She laughed.

"How old is he?"

"Bless me, how old . . .? Thirteen come this July, I believe."

Miss Rose laughed again, a loud, warm, ringing laugh like a song. "Well, we are old, we two! But he keeps me good company. Mr. No's like my own child."

"Yes, sirree, Mr. No thinks he's just like people—it's broiled fish or nothing for dinner every night!" She clapped her hands together. "Now how'd you like to pet him?" She scooped up Mr. No and held him out to Bobby and me.

We were friends with Mr. No after that, and Miss Rose began visiting Sunday afternoons. She seemed especially fond of Bobby, though she complained there was too much commotion in our house with all the kids running wild. Also, she complained about Mama playing the piano every night while we sang along.

"I like music," Miss Rose would say. "But your piano's smack-dab up against the wall to my bedroom, and I have to get my rest."

Pop figured Miss Rose was just used to quiet living and set in her ways. So he moved the heavy piano to another wall.

One Sunday during Miss Rose's usual visit, Mr. No came nosing around the back screen door. We called hello, and Bobby went outside to pet him. It was hot, and soon Bobby came in for some lemonade, leaving Mr. No meowing at the door.

But meowing wasn't enough for Mr. No. Rattling the screen, he jumped up and batted at the metal door handle with his paw.

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Mama laughed and said if Mr. No wanted to come in that badly, so be it.

Bobby ran to open the screen door, and Mr. No slunk in. He sniffed the chairs and rugs, then examined the corners. Bobby sat on the floor and solemnly observed the cat's progress.

We turned our attention back to Miss Rose, who had been telling a story about her childhood in the Blue Ridge Mountains.

Suddenly I heard Bobby give one of his excited gasps. Mr. No had jumped onto Mama's piano. I looked at Mama quickly to see what she would do, but she sat there with an amused expression on her face.

Mr. No took one step onto the D key. *Plink!* Then another onto the A key. *Plink! Then plink plink plink plink*—he skittered across the keys.

Mama and Miss Rose burst out laughing.

"He's playing the piano!" Mama said.

We all laughed, but one laugh rose above everyone else's. It was Bobby's, high-pitched and jagged, as though rusty from lack of use.

He laughed and echoed Mama, "Mr. No's playing the piano!"

Miss Rose and Mama looked at Bobby, and then they looked at each other.

"I'll make you a deal," Mama said to Miss Rose. "You let me move my piano back to its rightful spot, and I'll let Mr. No come over and play the piano anytime he wants."

Miss Rose's eyes narrowed. "I need my peace and quiet," she said. "But I suppose a little less quiet is worth it to hear Bobby laugh."

Bobby ran over and kissed Miss Rose on the cheek.



Directions: Use the selection to answer questions 28 – 36.

28. After her first conversation with Bobby and the narrator, what does Miss Rose begin to do?

- A. visit their house on Sunday afternoons
- B. let Mr. No eat broiled fish
- C. play the piano again
- D. think about moving back to the Blue Ridge Mountains

29. Why does Bobby probably not laugh at the beginning of the selection?

- A. He is afraid of the pigeons.
- B. He is worried or unhappy.
- C. He wants to have a cat.
- D. He misses the mountains.

30. Write your answer in the **Answer Document**.

What is one character trait that describes Bobby at the beginning of the selection? Use information from the selection to support your answer.
(2 points)

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31. “She seemed especially fond of Bobby, though she complained there was too much **commotion** in our house with all the kids running wild.”

Which word is an antonym for **commotion**?

- A. calm
 - B. yelling
 - C. traffic
 - D. responsibility
32. How does Miss Rose feel about the piano in Bobby’s house?
- A. She likes to hear the piano when she visits.
 - B. She likes when the kids sing along to the piano.
 - C. She wants to make a deal with Mama about the piano.
 - D. She complains that it keeps her from getting rest.

33. “Rattling the screen, he jumped up and **batted** at the metal door handle with his paw.”

What does **batted** mean?

- A. screamed
- B. laughed
- C. swung
- D. looked



34. "Suddenly I heard Bobby give one of his excited gasps. Mr. No had jumped onto Mama's piano. I looked at Mama quickly to see what she would do, but she sat there with an amused expression on her face."

What mood is the author creating?

- A. relaxed
 - B. bored
 - C. cheerfulness
 - D. disappointment
35. In the **Answer Document** fill in the chart to describe how each of the following events influences other actions in the selection. (4 points)
36. At the conclusion of the selection, what does Bobby's kiss on Miss Rose's cheek show?
- A. He is sorry about letting Mr. No play the piano.
 - B. He really loves hearing Miss Rose play the piano.
 - C. He appreciates Miss Rose's decision to allow Mr. No to visit his house.
 - D. He enjoys Miss Rose's stories about the Blue Ridge Mountains.



Items 37-43 have not been slated for public release in 2006.

