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## Ohio's Achievement Tests



### Reading

March 2005

This test was originally administered to students in March 2005. 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.

7/05

### **Acknowledgments**

### Reading

#### Selection 1: Independence Day

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#### Selection 2: Amber

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#### Selection 3: In Time of Silver Rain

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#### Selection 4: Emmaline's Pearl

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#### Selection 5 is a field-test passage.

#### Selection 6: Ancient Fuels, Modern Problems

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#### **Directions:**

Today you will be taking the Ohio Grade 5 Reading Achievement Test. This is a test of how well you read and understand what you read. The test consists of six reading selections followed by questions about each selection. Three different types of questions appear on this test: multiple-choice, short-answer and extended-response.

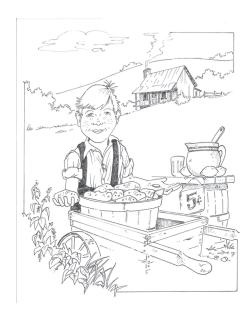
There are several important things to remember:

- Read each selection carefully. You may look back at the reading selection as often as necessary. You may underline, write in the margins or mark parts of any selection.
- Read each question carefully. Think about what is being asked and what you read. You may go back and look at the selection to help you answer the question. Then choose or write the answer that you think is best.
- 3. When you write your answers, you will be writing them in your answer document using a pencil. Write them neatly and clearly in the space provided.
- 4. When you answer a multiple-choice question, make sure you fill in the circle in your answer document next to the number of the question you are answering. Mark only one answer.
- 5. If you do not know the answer to a question, skip it and go on. If you have time, go back to the questions you skipped and answer them before you hand in your test materials.
- 6. If you finish the test early, check over your work. When you are finished and your test materials have been collected, you may take out your silent work.

Directions: Read the selection.

### Independence Day

by Laura Ingalls Wilder



Father was a little way down the street, talking to Mr. Paddock, the wagon-maker. Almanzo walked slowly toward them. The nearer he got to Father, the more he dreaded asking for a nickel. He was sure Father would not give it to him.

He waited till Father stopped talking and looked at him.

"What is it, son?" Father asked.

Almanzo was scared.

"Father," Almanzo said, "would you—would you give me—a nickel?"

He stood there while Father and Mr. Paddock looked at him, and he wished he could get away. Finally Father asked:

"What for?"





Almanzo looked down at his moccasins and muttered:

"Frank had a nickel. He bought pink lemonade."

Father looked at him a long time. Then he took out his wallet and opened it, and slowly he took out a round, big silver half-dollar. He asked:

"Almanzo, do you know what this is?"

"Half a dollar," Almanzo answered.

"Yes. But do you know what half a dollar is?"

Almanzo didn't know it was anything but half a dollar.

"It's work, son," Father said. "That's what money is; it's hard work."

Mr. Paddock chuckled. "The boy's too young, Wilder," he said. "You can't make a youngster understand that."

"Almanzo's smarter than you think," said Father.

Almanzo didn't understand at all. But Father had said that Almanzo was smart, so Almanzo tried to look like a smart boy. Father asked:

"You know how to raise potatoes, Almanzo?"

"Yes," Almanzo said.

"Say you have a **seed potato** in the spring, what do you do with it?"

"You cut it up," Almanzo said.

"Go on, son."

"Then you **harrow**—first you **manure** the field, and plow it. Then you harrow, and mark the ground. And plant the potatoes, and plow them."

"That's right, son. And then?"



"Then you dig them and put them down cellar."

"Yes. Then you pick them over all winter; you throw out all the little ones and the rotten ones. Come spring, you sell them. And if you get a good price son, how much do you get to show for all that work? How much do you get for half a **bushel** of potatoes?"

"Half a dollar," Almanzo said.

"Yes," said Father. "That's what's in this half-dollar, Almanzo. The work that raised half a bushel of potatoes is in it."

Almanzo looked at the round piece of money that Father held up. It looked small, compared with all that work.

"You can have it, Almanzo," Father said. Almanzo could hardly believe his ears. Father gave him the heavy half-dollar.

"It's yours," said Father. "You could buy a pig with it, if you want to. You could raise it, and it would raise a litter of pigs, worth four, five dollars apiece. Or you can trade that half dollar for lemonade, and drink it up. You do as you want, it's your money."

Almanzo forgot to say thank you. He held the half-dollar a minute, then he put his hand in his pocket and went back to the boys by the lemonade-stand.

Frank asked Almanzo:

"Where's the nickel?"

"He didn't give me a nickel," said Almanzo, and Frank yelled:

"Yah, yah! I told you he wouldn't. I told you so!"

"He gave me half a dollar," said Almanzo.



The boys wouldn't believe it till he showed them. Then they crowded around, waiting for him to spend it. He showed it to them all, and put it back in his pocket.

"I'm going to look around," he said, "and buy me a good little pig."

### **Word Bank**

**bushel** — a measure of dry material

cellar — a room below ground, a basement

**harrow** — to smooth or break up soil

manure — to apply a material that fertilizes land

**seed potato** — a potato with buds from which new potatoes grow

### Directions: Use the selection to answer questions 1 - 7.

- 1. What is Almanzo doing before he comes to talk to his father?
  - A. talking with Frank and the other boys
  - B. drinking lemonade with Frank
  - C. listening to his father and Mr. Paddock
  - D. trying to find a small pig to buy

2. "The nearer he got to Father, the more he **dreaded** asking for a nickel. He was sure Father would not give it to him."

What does **dreaded** mean in these sentences?

- A. feared
- B. questioned
- C. avoided
- D. debated
- 3. Write your answer in the **Answer Document**.

Why does Father give Almanzo the half-dollar? Write one detail or example from the selection that supports your answer.

- 4. How does Frank respond when Almanzo says he did not get a nickel from his father?
  - A. He goes and talks to Almanzo's father.
  - B. He smiles and brings Almanzo lemonade.
  - C. He laughs and makes fun of Almanzo.
  - D. He drinks lemonade in front of Almanzo.



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- 5. Who is the speaker in this selection?
  - A. Almanzo
  - B. a narrator
  - C. Mr. Paddock
  - D. Frank
- 6. " 'I'm going to look around,' he said, 'and buy me a good little pig.' "  $\,$

Give two reasons Almanzo says this at the end of the selection. Write your answer in the **Answer Document**.

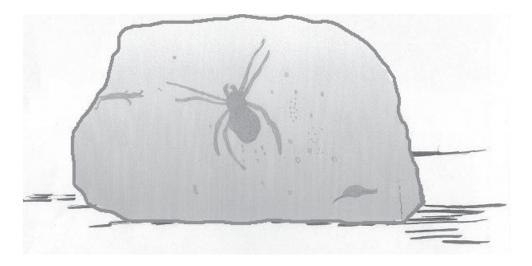
- 7. What is the theme of this selection?
  - A. Raising potatoes is hard work.
  - B. Money represents hard work.
  - C. Asking a parent for money can be scary.
  - D. Children are often smarter than adults think.



Directions: Read the selection.

### Amber: The Forty-Million-Year-Old Trap

by Marjorie Jackson



Forty million years ago, when the earth was much wetter and warmer, huge forests with many kinds of trees thrived in the far north. Out of some of these trees, stretching as tall as ten-story buildings, oozed a sticky **resin**. Mosquitoes buzzed through the forests, grasshoppers and crickets leaped, and ants and spiders scurried by the trees in search of food. If they carelessly let a leg or wing touch the resin—zap!—they were stuck.

Millions of years passed, and the **climate** of the earth altered dramatically. The northlands turned cold and icy. The giant trees fell, buried under the salt water that now covered the land. Far beneath the water, the globs of resin slowly changed, hardening into solid, glowing pieces of amber.

Still millions of years later, storms at sea broke the amber free and tossed it onto beaches for early cave dwellers to find. The cave dwellers wondered if the strange golden stone, warm to the touch, could be solid sunlight. Using flint and bone tools, they carved pieces of amber into the shapes of animals or the sun and wore them on cords around their necks for protection.



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### Reading

For hundreds of years, people used amber in jewelry or to decorate warriors' weapons; some soldiers braided amber beads in their horses' manes to ensure success in battle. Amber was also ground fine and mixed with honey, oil of roses, and crabs' eyes or claws for use as medicine. Amber mixtures were believed to cure earaches, headaches, and any number of diseases. Even wearing buttons or beads carved from amber was thought to keep a person well.

In the early 1700s, King Frederick I of Prussia had an entire room built from 100,000 pieces of amber of many colors—yellow, orange, red, brown, and even blue and green—all fitted together like a giant jigsaw puzzle. When the sun shone through the windows, **nobles** said, they felt as if they were standing inside a jewel box. The room was used and admired for more than 200 years, but in the 1940s, during World War II, it was taken apart and loaded into boxes for storage in a safer place. The boxes were somehow lost, and where the amber room is today remains a mystery.

Some of the oldest pieces of amber are mined in Appalachia, in the eastern United States. The Baltic seacoast also has large deposits. But the Dominican Republic, in the Caribbean, yields the most pieces with insects, leaves, feathers, and other remains of life.

Some pieces of amber have air bubbles inside that keep the light from passing through, making it look cloudy, but many others are clear like glass. The pieces of amber with inclusions of early life or gas bubbles are the most valuable to scientists. They hold clues about the earth's **ecology** millions of years ago and enable scientists to compare early life forms with today's. More than a thousand kinds of insects have been found preserved in amber, from prehistoric flies that proved to be the ancestors of our houseflies to a 140-million-year-old weevil that lived at the time of the dinosaurs. Whole flights of insects were sometimes trapped in one glob of resin; one two-inch piece of amber has 2,000 ants in it! Although most of the preserved insects are now extinct, their **descendants** may still survive, sometimes in new places. A termite found in Mexican amber now lives only in Australia.



Many natural history museums have pieces of amber on display. Look for them during your next visit. These golden traps, 40 or more millions of years old, are the closest thing we have to snapshots of our ancient past.

### **Word Bank**

**climate** — the usual weather conditions in a particular region

**descendants** — people or animals coming directly from an earlier, usually similar, type or individual

ecology — environment or habitat

**nobles** — people of high rank or birth

**resin** — a sap-like substance that some trees make to protect themselves when cut

### Directions: Use the selection to answer questions 8 - 16.

- 8. Which statement summarizes the main idea of the selection?
  - A. Amber can be made into beautiful jewelry for people to admire.
  - B. Many things can be learned about our ancient past by studying amber.
  - C. The earth has changed in many ways over millions of years.
  - D. It is important to keep pieces of amber in museums.



### Reading

9. "Forty million years ago, when the earth was much wetter and warmer, huge forests with many kinds of trees **thrived** in the far north."

What does the word **thrived** mean in the sentence?

- A. became shorter
- B. died quickly
- C. grew well
- D. burned down
- Use the selection to summarize how people used amber. Write your answer in the Answer Document.
- 11. What caused amber to form?
  - A. Resin was mixed together with honey and oil.
  - B. The climate of the earth became warmer.
  - C. Giant trees were buried under saltwater.
  - D. Air bubbles hardened into clear glass.

- 12. How did insects get captured in amber?
  - A. The insects touched the resin.
  - B. The insects searched for food.
  - C. The insects were buried under water.
  - D. The insects oozed a sticky resin.
- 13. What did early cave dwellers think amber might be?
  - A. buried trees
  - B. preserved insects
  - C. solid sunlight
  - D. sticky resin
- 14. What type of amber is most valuable to scientists? Why? Write your answer in the **Answer Document**.

### Reading

15. "Millions of years passed, and the climate of the earth **altered** dramatically. The northlands turned cold and icy."

What does altered mean in the sentence?

- A. jumped
- B. raised
- C. stopped
- D. changed
- 16. Why do scientists study insects trapped in amber?
  - A. to find out if the insects are alive
  - B. to find out where amber is hidden
  - C. to learn about the earth's past
  - D. to learn how amber cures illnesses

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### Reading

Directions: Read the selection.

### In Time of Silver Rain

by Langston Hughes

In time of silver rain
The earth
Puts forth new life again,
Green grasses grow
And flowers lift their heads,
And over all the plain
The wonder spreads
Of life,
Of life!

In time of silver rain
The butterflies
Lift silken wings
To catch a rainbow cry,
And trees put forth
New leaves to sing
In joy beneath the sky
As down the roadway
Passing boys and girls
Go singing, too,
In time of silver rain
When spring
And life
Are new.



### Directions: Use the selection to answer questions 17 - 21.

- 17. What is the mood of the poem?
  - A. happy
  - B. anxious
  - C. hostile
  - D. amusing
- 18. How does the poet feel about the subject of the poem?
  - A. He wishes it would not rain so much.
  - B. He does not like the boys' and girls' singing.
  - C. He likes the way the rain makes things silky.
  - D. He feels happy that spring has arrived.
- 19. "And flowers lift their heads,"

What activity is the poet describing?

- A. flowers looking at the sky
- B. flowers waking up
- C. flowers blooming
- D. flowers wilting

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- 20. What do the passing boys and girls share with the trees?
  - A. They are singing.
  - B. They are passing down the roadway.
  - C. They are new.
  - D. They are catching rainbows.
- 21. In the poem, the earth and trees "put forth." What does the poet mean by that phrase?
  - A. have
  - B. forgive
  - C. want
  - D. produce

### **Emmaline's Pearl**

by Rhiannon Puck

The copyright permission the Ohio Department of Education secured for **Emmaline's Pearl** has expired. The selection has been removed; questions 23, 26, 28, and 30 are no longer posted because they contain direct quotations from the selection.

The full copyright acknowledgment can be found on the inside front cover of this document.

#### **Word Bank**

**acanthus** — a type of herb or small shrub used in a design pattern

**armoire** — a large, often showy, cabinet or wardrobe

etched — pressed into or imprinted with

godmother — close family friend who is like or is a relative

### Directions: Use the selection to answer questions 22 - 30.

- 22. In the beginning of the story, what is the main problem that Julia thinks she faces?
  - A. how to persuade her mother to let her have the ring
  - B. how to get Emmaline to show her where the ring is kept
  - C. how to wear the ring to school without losing it
  - D. how to get her friends to like her again



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

How does Emmaline feel about Julia getting the ring? Provide at least three examples from the selection that support your answer.

- 25. What does Julia think having the ring means?
  - A. She will get more gifts.
  - B. She is growing up.
  - C. She is very special.
  - D. She will have more friends.



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

How do Julia's feelings about the ring change from the beginning of the selection to the end? Explain your answer.



- 29. How does Julia feel when she wears the ring to school?
  - A. She worries that she cannot enjoy the ring while Emmaline is sick.
  - B. She worries that she might have to give the ring back.
  - C. She worries that the ring will turn her finger all green.
  - D. She worries that she might lose the ring.

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On the March 2005 Grade 5 Reading Achievement Test, items 31–36 and the associated passage are field-test items, which are not released.

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### **Ancient Fuels, Modern Problems**

by Rebecca L. Johnson

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### **Word Bank**

**carbon dioxide** (KAR-buhn die-AHK-side) — a heat-trapping (greenhouse) gas in the atmosphere produced by living things and by burning

**fossil fuels** — fuels, such as coal, oil or natural gas, that are formed from the remains of ancient plants and animals

**global warming** — an increase in the Earth's average surface temperature

**renewable energy sources** — sources of energy, such as solar or wind energy, that do not get used up

### Directions: Use the selection to answer questions 37 - 43.

- 37. How does the author describe global warming?
  - A. a way to reduce fossil fuels
  - B. a way to trap carbon dioxide
  - C. a problem with different possible solutions
  - D. a problem with a single possible solution



### Reading

38. In the **Answer Document**, complete the chart with an advantage and a disadvantage of using fossil fuels.

- 40. According to the selection, what might happen if we put devices in power plants and vehicles to reduce carbon dioxide?
  - A. Transportation costs will rise.
  - B. People will use wind energy.
  - C. Global warming will increase.
  - D. People will burn less fossil fuel.



- 41. Use the selection to provide two reasons some people oppose limiting our use of fossil fuel. Write your answer in the **Answer Document**.
- 42. Why are solar energy and wind energy suggested as substitutions for fossil fuels?
  - A. They are low-cost sources of carbon dioxide.
  - B. They will increase the use of fossil fuel and heat homes.
  - C. They are renewable and do not produce carbon dioxide.
  - D. They are favored by both sides of the global-warming issue.
- 43. Which statement is an opinion?
  - A. The world should take a big step toward slowing global warming.
  - B. The gasoline and diesel fuel burned by cars and trucks is made from oil.
  - C. Coal-burning power plants produce a great deal of electricity.
  - D. If we burn less fossil fuel, less carbon dioxide will be produced.

