

Student Name: \_\_\_\_\_

# Ohio Achievement Tests



## Reading Student Test Booklet May 2007

*This test was originally administered to students in May 2007.*

*Not all items from the May 2007 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 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

## Reading

### **Selection 1: Boy: Tales of Childhood**

Excerpt from BOY: TALES OF CHILDHOOD by Roald Dahl. Copyright © 1984 by Roald Dahl.  
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### **Selection 6: The “French 500”**

Excerpts from COBBLESTONE’s May 1992 issue.  
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**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.

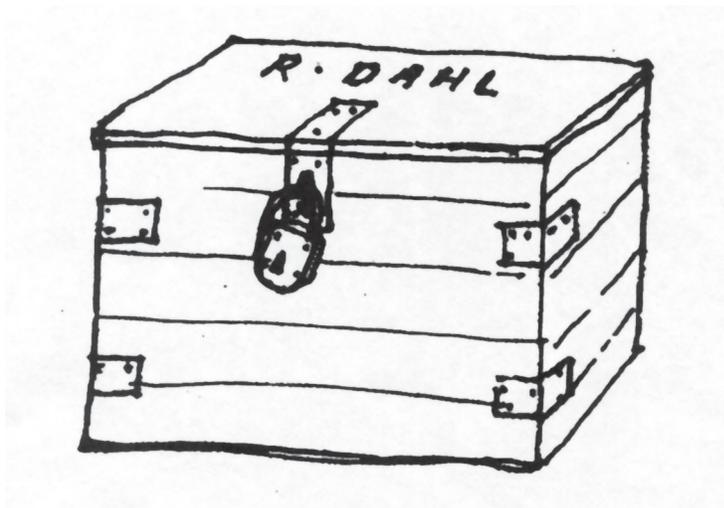
There are several important things to remember:

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.
7. When you finish the test, you may not go on to, or look at, the mathematics section of the Student Test Booklet.

**Boy: Tales of Childhood**

Roald Dahl

- 1 On the first day of my first term I set out by taxi in the afternoon with my mother to catch the paddle-steamer from Cardiff Docks to Weston-super-Mare. Every piece of clothing I wore was brand new and had my name on it. I wore black shoes, grey woollen stockings with blue turnovers, grey flannel shorts, a grey shirt, a red tie, a grey flannel blazer with the blue school crest on the breast pocket and a grey school cap with the same crest just above the peak. Into the taxi that was taking us to the docks went my brand new trunk and my brand new tuck-box, and both had R. DAHL painted on them in black.



- 2 A tuck-box is a small pinewood trunk which is very strongly made, and no boy has ever gone as a boarder to an English Prep School without one. It is his own secret storehouse, as secret as a lady's handbag, and there is an unwritten law that no other boy, no teacher, not even the Headmaster himself has the right to pry into the contents of your tuck-box. The owner has the key in his pocket and that is where it stays. At St. Peter's, the tuck-boxes were ranged shoulder to shoulder all around the four walls of the changing-room and your own tuck-box stood directly below the peg on which you hung your games clothes. A tuck-box, as the name implies, is a box in which you store your tuck. At Prep School in those days, a parcel of tuck was sent once a week by anxious mothers to their ravenous little sons, and an average tuck-box would probably contain, at almost any time, half a home-made currant cake, a packet of squashed-fly biscuits, a couple of oranges, an apple, a banana, a pot of strawberry jam or Marmite, a bar of chocolate, a bag of Liquorice Allsorts and a tin of Bassett's lemonade powder. An English school in those days was purely a money-making business owned and operated by the Headmaster. It suited him, therefore, to give the boys as little food as possible himself and to encourage the parents in various cunning ways to feed their offspring by parcel-post from home.

3 “By all means, my dear Mrs. Dahl, *do* send your boy some little treats now and again,” he would say. “Perhaps a few oranges and apples once a week”—fruit was very expensive—“and a nice currant cake, a *large* currant cake perhaps because small boys have large appetites do they not, ha-ha-ha . . . Yes, yes, as *often* as you like. *More* than once a week if you wish . . . *Of course* he’ll be getting plenty of good food here, the best there is, but it never tastes *quite* the same as home cooking, does it? I’m sure you wouldn’t want him to be the only one who doesn’t get a lovely parcel from home every week.”

4 As well as tuck, a tuck-box would also contain all manner of treasures such as a magnet, a pocket-knife, a compass, a ball of string, a clockwork racing-car, half-a-dozen lead soldiers, a box of conjuring-tricks, some tiddly-winks, a Mexican jumping bean, a catapult, some foreign stamps, a couple of stink-bombs, and I remember one boy called Arkle who drilled an airhole in the lid of his tuck-box and kept a pet frog in there which he fed on slugs.

**Use the selection to answer questions 1 – 9.**

1. What does the reader learn from the selection?

- A. what it is like to travel by paddle-steamer
- B. how to raise and care for various types of frogs
- C. how English Prep School students lived in the 1920s
- D. what English Prep School classes were like in the 1920s

2. Which feature of St. Peter’s Prep School is mentioned in the selection?

- A. The students wore uniforms that showed they belonged to the school.
- B. The school was open to boys and girls who attended classes together.
- C. The Headmaster taught the classes himself and so had little time to speak with parents.
- D. The entire school was housed in one building so that all the students knew one another.

3. What is true of all the descriptions in this selection?
- A. They are about real and imaginary objects.
  - B. They focus on classroom supplies and equipment.
  - C. They are provided by different students in the school.
  - D. They involve a detailed examination of various objects.
4. The summary below includes important ideas from the first two paragraphs. Complete the summary by providing the important ideas that take place in paragraph three and then in paragraph four.

The author describes his trip to school. He then explains what a tuck-box is and provides a description of tuck.

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

5. Why does the Headmaster ask parents to send their children food?
- A. because he would like parents to keep in touch with their children
  - B. because he does not want the children to become sad and homesick
  - C. because he hopes to save money by providing the children less food at school
  - D. because he knows that the children do not like the meals the school cook prepares
6. "It is his own secret storehouse, as secret as a lady's handbag, and there is an unwritten law that no other boy, no teacher, not even the Headmaster himself has the right to pry into the contents of your tuck-box."
- Which phrase from the sentence above is a simile?
- A. "It is his own secret storehouse..."
  - B. "...as secret as a lady's handbag..."
  - C. "...no other boy, no teacher, not even the Headmaster himself..."
  - D. "...the contents of your tuck-box."

7. Explain why the author mentions Arkle's pet frog as one of the "treasures" in the final paragraph. Support your answer with a specific detail from the selection.

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

8. "An English school in those days was purely a money-making business owned and operated by the Headmaster. It suited him, therefore, to give the boys as little food as possible himself and to encourage the parents in various cunning ways to feed their offspring by parcel-post from home."

In the last sentence above, what does the author describe with the phrase "various cunning ways"?

- A. the Headmaster's respect for the parents
- B. the Headmaster's selfish behavior
- C. the boys' constant requests
- D. the offsprings' imagination

9. "At Prep School in those days, a parcel of tuck was sent once a week by anxious mothers to their **ravenous** little sons ... ."

What does the word **ravenous** mean in the sentence above?

- A. well-dressed
- B. very hungry
- C. handsome
- D. naughty

Items 10–28 have not been slated for public release in 2007.



On the May 2007 Grade 6 Reading Achievement Test, items 29–34 are field-test items, which are not released.



## The “French 500”

Brenda Brammer

1 They departed France in February 1790, laden with their elegant clothing, china, books, and musical instruments. Although they left behind family and friends, they were eager to begin a new life in their adopted homeland.

2 Their gaiety was short-lived. One of their five ships was lost during the journey. Accommodations on the ships were cramped and dirty, and the food was inferior. Rough seas tossed the small vessels, testing the courage of the passengers. What a happy day it was when the weary travelers docked in Virginia.

3 But once again their joy was short-lived. In Virginia, they learned the truth about the Scioto Company. It had never owned the land on the Ohio River. They had been cheated. Their deeds<sup>1</sup> were worthless, and they were homeless.

4 As strangers, they did not know where to turn. They enlisted the support of President Washington. He gave his written assurance of assistance, but a deed to the land could not be transferred. The land belonged to The Ohio Company.

5 The Ohio Company wanted settlers in its territory and said it would allow the emigrants to settle along the Ohio River anyway. But many of the disillusioned French decided to stay in Virginia. Only five hundred determined pioneers ventured forth on the last leg of their exhausting journey.

6 They traveled over the mountains to the small frontier town of Pittsburgh. There they loaded their possessions and supplies onto flatboats and floated down the Ohio.

7 On October 17, 1790, the “French 500” landed at Gallipolis (City of the Gauls).<sup>2</sup> In reality, the “city” was a rectangular clearing in the forest with eighty tiny cabins and a small stockade.<sup>3</sup> This sight might have disheartened weaker individuals, but these emigrants, from the lavish homes and elite society of Paris, viewed the sparse, rugged accommodations with determination and resolve.

8 They were home at last and prepared to celebrate. They unpacked musical instruments, rouge,<sup>4</sup> curling irons, and satin slippers. That night, they held the first French ball in the Northwest Territory. Their love for music and socializing would help to see them through the rough days ahead.

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<sup>1</sup>**deeds:** legal documents of ownership

<sup>2</sup>**Gauls:** French

<sup>3</sup>**stockade:** a fence or enclosure used for protection

<sup>4</sup>**rouge:** face makeup

- 9 Their first winter was long and cold, but spring finally arrived. To survive in this foreign land, they had to learn to provide for their needs. They needed more than flower and herb gardens; they had to plant crops. Some frontier families found humor in the French efforts to plant peeled potatoes and to use cooked peas for seed. But with the help of others, they reaped their first meager harvest.
- 10 It was also during that first spring that, to their delight, they discovered a nearby pond. It was filled with frogs. In short order, fried frog legs became a delicacy. An abundance of snails was used to flavor soups and stews.
- 11 The “French 500” learned to cultivate crops, fell trees, and hunt for food. They discovered that their artisan and professional skills were unique in the developing territory. They shipped woodwork, silverware, thermometers, and confections downriver to New Orleans.
- 12 Still, their homes did not belong to them. The Ohio Company refused to give the settlers the town. They would have to buy their home sites a second time. Those who did not want to repurchase their homes in Gallipolis received land in northeastern Scioto County through the French Grant passed by Congress in 1795. Most of the residents of Gallipolis, preferring not to move again, pooled their money and bought the town on December 9, 1795. Gallipolis, the third oldest permanent settlement in Ohio, was now truly the “City of the Gauls.”

**Use the selection to answer questions 35 – 43.**

35. How did the French emigrants feel when they began their journey to the United States?
- A. grateful
  - B. excited
  - C. fearful
  - D. sad

36. Describe the problem that the French emigrants faced immediately upon landing in Virginia. Then explain one way they dealt with that problem.

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

37. “Most of the residents of Gallipolis, preferring not to move again, **pooled** their money and bought the town on December 9, 1795.”

What does the word **pooled** mean in the sentence above?

- A. combined
  - B. borrowed
  - C. counted
  - D. wasted
38. What was the author’s main purpose in this selection?
- A. to describe the hardships faced by early pioneers in the United States
  - B. to tell readers about one group of French emigrants who settled in Ohio
  - C. to explain how modern cities and towns in Ohio were first founded
  - D. to contrast French settlers in the United States with settlers from other countries

39. In some ways, the French emigrants had to adapt to life in the United States. In other ways, they brought change to their new home. Provide two examples of how they adapted and two examples of how they brought change.

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

40. Read the following incomplete summary of how the French settlers spent their first few years at Gallipolis.

The French settlers spent their first winter in small cabins. In the spring, they learned to cultivate crops, fell trees and hunt for food.

Which detail is the most important to include in the summary?

- A. The French settlers amused the surrounding frontier families.
- B. The French settlers enjoyed eating the frogs and snails that they found.
- C. The French settlers wanted to plant flower and herb gardens in their new homes.
- D. The French settlers used their unique skills to produce goods and ship them to New Orleans.

41. Which sentence from the selection states an opinion?
- A. "One of their five ships was lost during the journey."
  - B. "What a happy day it was when the weary travelers docked in Virginia."
  - C. "He gave his written assurance of assistance, but a deed to the land could not be transferred."
  - D. "They traveled over the mountains to the small frontier town of Pittsburgh."
42. Which sentence most clearly indicates the author's view of the French emigrants?
- A. "The Ohio Company wanted settlers in its territory and said it would allow the emigrants to settle along the Ohio River anyway."
  - B. "... these emigrants, from the lavish homes and elite society of Paris, viewed the sparse, rugged accommodations with determination and resolve."
  - C. "Some frontier families found humor in the French efforts to plant peeled potatoes and to use cooked peas for seed."
  - D. "Those who did not want to repurchase their homes in Gallipolis received land in northeastern Scioto County ... ."
43. "An **abundance** of snails was used to flavor soups and stews."
- Which word is a synonym for **abundance** in the sentence above?
- A. plentifulness
  - B. shipment
  - C. harvest
  - D. variety

