

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.

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Directions:

Today you will be taking the Ohio Grade 7 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.

Items 1–8 have not been slated for
public release in 2007.

Esperanza Rising

Pam Munoz Ryan

- 1 "Our land is alive, Esperanza," said Papa, taking her small hand as they walked through the gentle slopes of the vineyard. Leafy green vines draped the arbors and the grapes were ready to drop. Esperanza was six years old and loved to walk with her papa through the winding rows, gazing up at him and watching his eyes dance with love for the land.
- 2 "This whole valley breathes and lives," he said, sweeping his arm toward the distant mountains that guarded them. "It gives us the grapes and then they welcome us." He gently touched a wild tendril that reached into the row, as if it had been waiting to shake his hand. He picked up a handful of earth and studied it. "Did you know that when you lie down on the land, you can feel it breathe? That you can feel its heart beating?"
- 3 "Papi, I want to feel it," she said.
- 4 "Come." They walked to the end of the row, where the incline of the land formed a grassy swell.
- 5 Papa lay down on his stomach and looked up at her, patting the ground next to him.
- 6 Esperanza smoothed her dress and knelt down. Then, like a caterpillar, she slowly inched flat next to him, their faces looking at each other. The warm sun pressed on one of Esperanza's cheeks and the warm earth on the other.
- 7 She giggled.
- 8 "Shhh," he said. "You can only feel the earth's heartbeat when you are still and quiet."
- 9 She swallowed her laughter and after a moment said, "I can't hear it, Papi."
- 10 "*Aquántate tantito y la fruta caerá en tu mano,*" he said. "Wait a little while and the fruit will fall into your hand. You must be patient, Esperanza."
- 11 She waited and lay silent, watching Papa's eyes.
- 12 And then she felt it. Softly at first. A gentle thumping. Then stronger. A resounding thud, thud, thud against her body.
- 13 She could hear it, too. The beat rushing in her ears. *Shoomp, shoomp, shoomp.*
- 14 She stared at Papa, not wanting to say a word. Not wanting to lose the sound. Not wanting to forget the feel of the heart of the valley.



- 15 She pressed closer to the ground, until her body was breathing with the earth's. And with Papa's. The three hearts beating together.
- 16 She smiled at Papa, not needing to talk, her eyes saying everything.
- 17 And his smile answered hers. Telling her that he knew she had felt it.

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Use the passage to answer questions 9 – 13.

9. How does Esperanza change as the passage progresses?
- A. At first Esperanza tells Papa she does not believe that the earth has a heartbeat, but at the end of the passage she believes that he can feel it even if she cannot.
- B. At first Esperanza wants to keep walking through the winding rows of the vineyard, but at the end of the passage she just wants to lie down on the earth and rest.
- C. At first Esperanza thinks that trying to hear the earth's heartbeat is silly, but at the end of the passage she comes to feel the truth of what Papa is saying.
- D. At first Esperanza feels that the earth is mysterious and frightening, but at the end of the passage she sees that the earth is a source of protection.

10. "'This whole valley breathes and lives,' he said, **sweeping** his arm toward the distant mountains that guarded them."

Which meaning of the word **sweep** is used in the sentence above?

sweep (swēp) v. **1)** to remove or carry off **2)** to search thoroughly **3)** to brush **4)** to gesture grandly

- A. definition 1
B. definition 2
C. definition 3
D. definition 4

R

Reading

11. In paragraphs 11–17, how does the narrative viewpoint of the passage affect the reader?
- A. Papa’s first-person narration provides the reader with a description of the land.
 - B. Esperanza’s first-person narration enables the reader to understand how she feels about Papa and learn why he loves the land.
 - C. Third-person narration provides the reader with a description of Papa’s and Esperanza’s actions without revealing their thoughts.
 - D. Third-person narration allows the reader to understand Esperanza’s actions and Papa’s actions and hear her thoughts about the land and her papa.
12. Explain the importance of the setting to the passage. Support your answer with one detail from the passage.
- Write your answer in the **Answer Document**. (2 points)
13. How does Esperanza know what Papa is thinking at the end of the passage?
- A. She recalls his words.
 - B. She feels his heartbeat.
 - C. She listens to his breathing.
 - D. She watches his expression.

Items 14–23 have not been slated for public release in 2007.



A Man for All Time: Leonardo da Vinci

Margaret Cooper



- 1 One of the world's most famous paintings, *Mona Lisa*, was created by the 15th-century Italian artist Leonardo da Vinci. Remarkably, Leonardo the master artist was also a master scientist. Recognizing that science depends on understanding the workings of nature, he studied everything from the movements of water and wind to the structure of the human body. Leonardo also believed in putting the knowledge of science to practical use, and he continually thought of ways to do so. His inventions ranged from household aids such as a self-turning spit¹ for roasting meat to industrial machines such as a coin stamper and even an armored tank. He also concerned himself with scientific instruments—for example, a device to measure how much water expands when it turns to steam.
- 2 Few of Leonardo's inventions were put to use, possibly because once he had worked out an idea, he went rushing on to the next one. We know of his inventions because he kept detailed notebooks—thousands of pages covered with his strikingly beautiful drawings and small mirror writing. (Leonardo wrote words backward; nobody knows exactly why.) Everything, no matter how small, was important enough to be noted. On a single page, you might find a sketch of a horse, notes on pulleys, and a list of household expenses.
- 3 Leonardo called science “the knowledge of things possible in the future, of the present and of the past,” and he tried to know all three. In the 15th century, mastering the science of the past became easier with the invention of the printing press, which made possible a wider distribution of the science classics written by the ancient Greeks. Through his own studies, Leonardo improved the practical and theoretical science of his time, “the present.” Most amazing of all, his thoughts and inventions took some flying leaps far into the future. Four centuries before the invention of the radio or telephone, he wrote, “Men from the most remote countries shall speak to one another and shall reply.” His inventions included not only a two-level bridge to accommodate traffic jams but also an automatic wagon, a parachute, and a helicopter.

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¹**spit**: a pointed, thin rod used to hold meat over a fire

Use the passage to answer questions 24 – 27.

24. Which would be an appropriate purpose for reading this passage?
- A. to understand how Leonardo's inventions work
 - B. to analyze Leonardo's scientific notes and drawings
 - C. to find out about Leonardo's contributions to science
 - D. to learn why Leonardo's inventions were not widely used in his day
25. What is the author's view of Leonardo?
- A. Leonardo was the greatest artist of his time.
 - B. Leonardo's *Mona Lisa* was a beautiful painting.
 - C. Leonardo was a brilliant man whose inventions were ahead of his time.
 - D. Leonardo's inventions were interesting but not useful in the 15th century.

26. What words could you type into an internet search engine to find more information on the topic of this passage?
- A. futuristic inventions
 - B. science and nature
 - C. modern Italian artists
 - D. 15th-century inventors
27. "Most amazing of all, his thoughts and inventions **took some flying leaps far into the future.**"

Explain what the author means by the phrase **took some flying leaps far into the future**. Support your explanation with one detail from the passage.

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

On the May 2007 Grade 7 Reading Achievement Test, items 28–33 are field-test items, which are not released.



If Ever I Return Again

Corinne Demas

1 October 28, 1856

2 My Dearest Abigail—

3 I could not write for many days.

4 It seems so smooth at first I thought that I would prove a seaman from the start. How wrong I was! Out past the bay in open ocean the waves were peaked with white, and the ship began to pitch and roll. I felt so sick I stumbled to my cabin where I stayed until this morning, when Papa took me up on deck, saying the air would do me good. Which it has done. Perhaps I have my sea legs, as they call it, at last.

5 When we left New Bedford it was cold but clear, a fair wind, Papa said. Mother was in her cabin arranging things, but I wanted to be out on deck. I kept my eye on the sweet shoreline till it disappeared from me, bit by bit, till it was just a line. I held it there in memory long after it was gone. Papa passed me his spyglass¹ and through it I could see what had been lost before. Sometime in the world maybe there will be a spyglass so strong I could see not just New Bedford, but all the way back home, to you in Eastham, or even as far as our cousins in Salem, and beyond.

6 I feel much better now and have begun to eat again, but I am nervous as I had not been when we first started out. The *Jupiter* is sailing smoothly now, but I no longer trust this sea to keep itself this tame, this ship to keep itself this steady. I keep my eye on the modest waves, as if my watching will hold them as they are.

7 Mr. Prater, the steward,² said it was bad luck to set sail on a Friday, but Papa would have none of it—“foolish superstition,” he called it, and since the winds were right on the seventeenth, on a Friday we set sail. Of course I know that Papa is right and I take no stock in Mr. Prater’s notions, still, it made me uneasy when Mr. Prater shook his head and mumbled, “Let no one say I didn’t try to warn you, sir.”

8 Dear Abigail, I am not sure now that I should have said that I would come. Is this what I get for my obstinate ways? Remember how I pleaded with Papa and made such a nuisance of myself until he and Mother agreed that I could join them? I knew if he did not take me now he never would. I had thought, poor William, so hard for him to be left behind. Though I imagined he would be happier staying there with you with Charles and Sam for company, than here on board with no boy his age. And Papa promised him next trip he’ll be the one to go.

¹**spyglass:** a small telescope

²**steward:** a person who works on a ship



- 9 And now I think of William in that lovely house on firm ground and envy him. I think of all things firm: the chimney, brick upon brick no wind could tumble, the great stones of the hearth, the trees. These masts were once the tallest, straightest of the trees, but here, deprived of roots and fastened to this ship instead, they are all at the mercy of the whims of the sea. They tilt at the slightest provocation.
- 10 There is no land in sight now. Not even a speck of it. No other ships. Nothing here but sea and sky. In all directions it is the same. Nothing to amuse the eye except the shape of clouds. One above that looks like a legless horse, another that looks like the profile of Mr. Soames, the schoolmaster, his nose, though white instead of red.
- 11 How desolate this sea! I have never been so far from land before. So far I have to wonder if it really still is there, and did not simply vanish in the sea.
- 12 I'm wanted now, below. I'll continue this letter soon as I am able.
- 13 In haste—Celia

"If I Ever Return Again" by Corinne Demas, copyright © 2000. Used by permission of HarperCollins Publishers.

Use the passage to answer questions 34 – 42.

34. What is an appropriate purpose for reading this passage?
- A. to learn how sailors plan their travels to avoid difficult weather conditions
 - B. to understand how sailors in the 1850s used spyglasses to navigate
 - C. to understand one girl's difficult experiences on a ship
 - D. to find out more about cities along the Atlantic coast
35. Identify how Celia feels about William not going with the family on the voyage at the beginning of the voyage and how she feels about this later in the voyage. Support each answer with a detail from the passage.
- Write your answer in the **Answer Document**. (4 points)

36. "I keep my eye on the modest waves, as if my watching will hold them as they are."

What is the meaning of Celia's statement above?

- A. She is worried that the waves will get rough again as soon as she stops looking at them.
 - B. She is concerned that the rough waves will force her to go inside to her cabin.
 - C. She is relieved that the waves will remain calm the rest of the voyage.
 - D. She is happy that she can see distant waves through the spyglass.
37. "Dear Abigail, I am not sure now that I should have said that I would come. Is this what I get for my **obstinate** ways? Remember how I pleaded with Papa and made such a nuisance of myself until he and Mother agreed that I could join them?"

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

- A. stubborn and pushy
- B. greedy and mean
- C. shallow and vain
- D. lazy and weak

38. "There is no land in sight now. Not even a speck of it. No other ships. Nothing here but sea and sky."

How does the author choose specific words to create an effect in these sentences?

- A. The author uses the words "no," "not" and "nothing" to create a feeling of emptiness and isolation.
 - B. The author uses the words "land," "sea" and "sky" to create a sense of natural beauty.
 - C. The author uses short sentences to create an impression of speed and excitement.
 - D. The author uses descriptive words to create a sense of variety and change.
39. Predict how Celia will feel when she reaches land. Support your prediction with a detail from the passage.

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

40. In paragraph 10, why does Celia look at the clouds passing overhead?
- A. She thinks looking up will make her less seasick.
 - B. She is worried that rough weather might be coming.
 - C. She is bored looking at scenery that does not change.
 - D. She feels comforted that Abigail is looking at the same sky.
41. What is the importance of the setting in this passage?
- A. The setting provides a learning experience for Celia.
 - B. The setting proves that superstitions are based on facts.
 - C. The setting supplies amusing details for Abigail to write about.
 - D. The setting persuades Abigail to make arrangements for her next sailing trip.
42. What is the effect of the subjective point of view in this passage?
- A. The reader receives information that is influenced by the narrator's emotions.
 - B. The reader receives information that comes from experienced sailors.
 - C. The reader receives an accurate account of Celia's activities.
 - D. The reader receives a hopeful account of life on the sea.

