Literature
and the Language Arts
Exploring Literature

OHIO GRADUATION TEST
READING PRACTICE

Grade 7

THE EMC MASTERPIECE SERIES

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INTRODUCTION

The EMC Masterpiece Series, Literature and the Language Arts textbook program has been designed to address the competencies assessed by the Ohio Graduation Test (OGT). Competencies are developed throughout the program, giving students the opportunity to internalize them through multiple practice opportunities. The Test-Taking Skills Worksheets and OGT Practice Tests in this book are only a small part of this practice.

AN INTEGRATED APPROACH

Carefully constructed practice opportunities for reading and writing are integrated throughout the Literature and the Language Arts textbook program. Development of these skills is outlined in the Lesson Plans book, located in the Literacy Resource binder. There you will find a comprehensive list of integrated reading, writing, and other communication arts activities.

The Reading Strategies Resource, also located in the Literacy Resource binder, is specifically designed to help Ohio students internalize the reading strategies they need, not only to succeed on the OGT and other standardized tests, but to become proficient, lifelong readers. The Reading Strategies Resource covers eight reading strategies that help students monitor their comprehension as they read the selections in the textbook and answer reading comprehension questions after reading.

Each Reading Strategy Mini-Lesson helps students work through a textbook selection by focusing on one specific reading strategy that they learn to use before, during, and after reading. A fix-up strategy is provided for students who need extra help. Work with the reading strategy culminates with a Test Practice page in which students are asked to demonstrate their successful use of the reading strategy by answering sample multiple-choice and constructed-response questions. Questions focus on:

- Making inferences
- Drawing conclusions
- Interpreting visual material
- Finding the main idea
- Analyzing a text’s organizational features
- Understanding sequence
- Evaluating the author’s purpose
- Understanding point of view
- Classifying and reorganizing information
- Distinguishing fact from opinion
- Comparing and contrasting
- Determining cause and effect
- Understanding literary devices

The Teaching Notes for each Reading Strategy Mini-Lesson include sample think-aloud discussions that model effective ways to approach each standardized test question.

Writing practice can be found in the Guided Writing lessons at the end of each unit, in the Writer’s Journal prompts following each selection, and on the Selection Tests and Unit Tests. Writing tasks stress the importance of prewriting prior to drafting, even in timed writing situations.
In addition to the assessment practice integrated throughout the core components of *Literature and the Language Arts*, test practice can be found in *Ohio Graduation Test Practice* books, available for grades six through ten in print and downloadable online ([www.emcp.com](http://www.emcp.com)) formats.

**Test-Taking Skills Worksheets.** This book contains a set of test-taking skills worksheets that help students use the strategies and skills they develop as they work through the *Literature and the Language Arts* program to succeed on standardized tests. These worksheets cover such topics as making inferences, using context clues, and finding the main idea; they also give students tips on answering multiple-choice, short-answer, and extended-response questions. Each worksheet contains instruction followed by multiple practice opportunities.

**Sample OGT Tests.** You will also find in this book twelve practice tests integrated with the twelve literature units in the textbook. Each practice test contains a reading passage related to the unit, followed by multiple-choice and constructed-response reading comprehension questions. Each test contains one short-answer task, and several contain extended-response tasks.

**OGT Practice Scoring Guide.** Based on actual OGT scoring procedures, the Scoring Guide at the back of this book includes correlations to Ohio’s academic content standards, scoring criteria, and sample top-score-point responses for all test-taking skills worksheet and OGT practice test items.
**PREPARING FOR TESTS**

Standardized tests like the Ohio Graduation Test (OGT) and others are a common part of school life. These guidelines will help you prepare for and take a variety of tests.

**TEST-TAKING TIPS**

<table>
<thead>
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<th>Preparing for a Test</th>
<th>Taking a Test</th>
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<tr>
<td>• Pay attention in class. Exercises and activities throughout the year practice</td>
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<td>skills that will benefit you on standardized tests.</td>
<td>• Consider every choice. Don't be fooled by distractors, or</td>
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<td>• Spend test time wisely. Within each section, answer the</td>
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<td>morning.</td>
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<td>• Arrive on time. Running late can raise your stress level and hurt your</td>
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<td>performance.</td>
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<td></td>
<td>and “Is this the answer I mean to mark?”</td>
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<td>• Use any extra time to check your work.</td>
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**EXERCISE**

Test-Taking Strategies

Write a brief response to each set of suggestions above. Do you use these strategies now? Which would help you most on your next test?

1. Preparing for a test

   - Pay attention in class. Exercises and activities throughout the year practice skills that will benefit you on standardized tests.
   - Know what to expect. Your teacher can provide you with information about the tests you will be taking.
   - Get plenty of sleep the night before the test and eat a healthy breakfast in the morning.
   - Arrive on time. Running late can raise your stress level and hurt your performance.

2. Taking a test

   - Read directions and questions carefully.
   - Consider every choice. Don’t be fooled by distractors, or answers that are almost correct.
   - Spend test time wisely. Within each section, answer the easiest questions first and come back to the more difficult questions later.
   - Make sure to record your answer on the correct line of the answer sheet. As you mark each answer, ask yourself “Am I on the right question number in the right section of the test?” and “Is this the answer I mean to mark?”
   - Use any extra time to check your work.
ON ANSWERING MULTIPLE-CHOICE QUESTIONS

On many standardized tests, including session three of the Ohio Graduation Test (OGT), questions are multiple-choice and have a single correct answer. The guidelines below will help you answer these kinds of questions effectively.

**TIPS FOR ANSWERING MULTIPLE-CHOICE QUESTIONS**

- Read each question carefully. Pay special attention to any words that are bolded, italicized, written in all capital letters, or otherwise emphasized.
- Read all choices before deciding on the answer.
- Eliminate any answers that do not make sense, that disagree with what you remember from the passage, or that seem too extreme. Also, if two answers have the same meaning, you can eliminate both.
- Beware of distractors. These are incorrect answers that look attractive because they are partially correct, they contain a common misconception, or they apply the right information in the wrong way. Distractors are based on common mistakes students make.
- Rule out incorrect answers; then choose the answer that is most accurate or complete. Pay special attention to choices such as **none of the above** or **all of the above**.
- If a question seems too difficult, skip it and come back to it later. Keep in mind, though, that most tests allow you to go back only to questions within a section.
- To make sure your answers are scanned accurately, be sure to fill in all circles solidly.

**EXERCISE**

**Answering Multiple-Choice Questions**

Read the passage below. Then select the best answer to the questions that follow the passage.

Greece has a Mediterranean climate, with mild, wet winters and hot, dry summers. While the weather is quite warm on the islands and coastal regions, in the interior of Greece, the average temperature is only about 72º F in summer and falls below 39º F in winter. Snow covers the mountains and highlands for months at a time.

Much of Greece is composed of limestone, which is porous and allows surface water to flow down through cracks, forming underground rivers. The descriptions of the underground river Styx and the spring of Lethe in Greek mythology are unmistakably similar to the underground rivers found all over Greece.
1. The temperature in Greece is  
   A. consistent throughout the year  
   B. warmer on the islands than on the mainland  
   C. cooler on the islands than on the mainland  
   D. very warm all the time  

2. The main purpose of this selection is PROBABLY 
   A. to entertain  
   B. to inform  
   C. to persuade  
   D. to inspire  

3. Mythological descriptions of the river Styx and the spring of Lethe are based on  
   A. the underground rivers in Greece  
   B. the Greek imagination  
   C. older myths  
   D. the river Thames in England  

4. From this passage, the reader can infer that  
   A. Greece is entirely flat  
   B. Greece lacks its own literature  
   C. Greece is at least partially mountainous  
   D. Greece is landlocked  

5. The word *porous* in the second paragraph means  
   A. solid  
   B. wet  
   C. full of tiny holes  
   D. warm
ANSWERING READING COMPREHENSION QUESTIONS

Reading comprehension questions ask you to read a short piece of writing and answer several questions about it. To answer reading comprehension questions, follow these steps:

1. Read through all the questions quickly.
2. Read the passage with the questions in mind.
3. Reread the first question carefully. If you know the answer, mark it and proceed to step 6. If not, go to step 4.
4. Scan the passage to look for key words related to the question. When you find a key word, slow down and read carefully.
5. Answer the question.
6. Repeat this process to answer the rest of the questions.

EXERCISE

Answering Reading Comprehension Questions

Turn to pages 192–193 and read “Pop Art.” Then answer each of the following questions.

1. Pop Art began in
   A. New York
   B. London
   C. Moscow
   D. San Francisco

2. The BEST alternate title for this selection would be
   A. “Andy Warhol: Pop Artist”
   B. “Everyday Object, or Art Object, or Both?”
   C. “The Factory”
   D. “The World of Advertising”

3. From this selection, the reader can infer that
   A. Andy Warhol was passionate about pop culture
   B. the author doesn’t like Pop Art
   C. a painting in a museum is more artistic than a juice bottle
   D. Pop artists spend a lot of time studying advertising and pop culture
4. According to Pop artists, art can be found
   A. on the supermarket shelf
   B. on billboards
   C. in museums
   D. all of the above

5. This article lists several examples of Pop Art. Identify two examples and explain why each qualifies as
   Pop Art. Use information from the article to support each example.

   ________________________________________________________________

   ________________________________________________________________

6. Write a diary entry from the point of view of Andy Warhol as he is thinking about his art.

   ________________________________________________________________

   ________________________________________________________________

   ________________________________________________________________

   ________________________________________________________________
MAKING INFERENCES

Sometimes the answers to reading comprehension questions can be found in the text you have read. Other times, however, you will need to make an inference in order to answer the question. Making an inference means putting together the clues given in the text with your own prior knowledge to make an educated guess. For example, read the following passage:

It was the morning of the first day back from winter break, and Geoff was already running behind. The copier had jammed while he was photocopying the worksheets, and somehow, while he was bent over trying to fix the jam, he'd spilled his coffee all over the week's lesson plans. Then he realized he'd left the papers he'd graded over break in his car, so he had to run out in the snow and get them before the bell rang for first period.

What does Geoff do for a living? The passage itself does not say, but it does give you clues: the worksheets, the lesson plans, and the references to winter break, grading papers, and first period. By putting these clues together with your prior knowledge, you can be pretty certain that Geoff is a teacher.

As you make inferences, remember that each inference needs to fit with all of the clues in the passage and with your prior knowledge. In multiple-choice questions, you can eliminate answers that contradict the text and those for which there is no evidence. Then, from the remaining answers, choose the one that seems most logical.

EXERCISE

Read the short story “The Foghorn” on pages 371–379 of your textbook. Then use clues from the story and your prior knowledge to answer the inference questions that follow.

1. What is the relationship between McDunn and Johnny?
   A. coworkers
   B. brothers
   C. teacher and student
   D. father and son

2. Which of the following BEST characterizes McDunn's personality?
   A. teller of exaggerated stories
   B. unfriendly loner
   C. wild partier
   D. deep thinker

3. Why is Johnny living in town with a wife by the end of the story?
   A. He is afraid of the water now.
   B. He fears the loneliness of the sea.
   C. His internship is over.
   D. He needs to make more money.
4. Why does the creature destroy the tower? Use details and examples from the story to explain the creature’s motive.

5. Why does McDunn tell the rescuers that the tower “just fell apart”? Use evidence from the story to explain his motivation.
FINDING THE MAIN IDEA OR THEME

Many standardized test questions will ask you to identify the main idea or theme of a passage of text. In general, nonfiction texts have main ideas; literary texts (poems, stories, novels, plays, and personal essays) have themes. Sometimes, however, the term main idea is used to refer to the theme of a literary work, especially an essay or poem.

The main idea is a brief statement of what the author wants you to know, think, or feel after reading the text. In some cases, the main idea will actually be stated. Check the first and last paragraphs for a sentence that sums up the entire passage.

Usually, however, the author will not tell you what the main idea is, and you will have to infer it. To infer a main idea, ask yourself these questions about the text:

- Who or what is this passage about?
- What does the author want me to know, think, or feel about this “who” or “what”?
- If I had to tell someone in one sentence what this passage is about, what would I say?

After you have a main idea in mind, check to see whether all the details in the passage fit that main idea. If any detail contradicts your statement, you need to revise that statement.

TIPS FOR ANSWERING MULTIPLE-CHOICE MAIN IDEA QUESTIONS

- Eliminate any statement that contains incorrect information.
- Eliminate any statement that applies only to one paragraph or section of the passage.
- If two statements are similar, choose the one that contains more information, as long as all information is correct.

Following a literary passage, you might be asked to identify the theme, or central idea, of the passage. The theme is usually a general statement or insight about life. It is expressed through the plot, images, characters, and symbols in a text. To find the theme of a passage, ask yourself these questions:

- How and why has the main character or speaker changed by the end of the story?
- What has the main character learned by the end of the story?
- How is the reader supposed to feel about the events of the story?
- What is the author trying to say about life?
EXERCISE

1. Read Mark Mathabane’s essay “Appearances are Destructive” on pages 792–795 of your textbook. Which of the following statements BEST expresses the main idea of this essay?
   A. Dress codes should be implemented to create a better environment for learning.
   B. Dress codes will be a better safety precaution in today’s schools than metal detectors.
   C. American schools offer many advantages to schools in other countries, but peer pressure is so great here that many international students can’t enjoy those benefits.
   D. Creating school dress codes would infringe on students’ freedom to choose what they want to wear.

2. Turn to page 406 in your textbook and read the short story “The Hummingbird That Lived Through Winter” by William Saroyan. Which of the following statements BEST expresses the theme of the story?
   A. Older adults can be interesting teachers, especially when it comes to the natural world.
   B. Gardening is a satisfying hobby that brings many rewards.
   C. By caring for one creature without depriving it of freedom, you become connected to the whole web of nature.
   D. It pays to help your neighbors.
USING CONTEXT CLUES

Some standardized test questions will ask you to choose the best definition for a word that might be unfamiliar to you. You can often figure out the meaning of this word by using context clues. Context clues frequently can be found in nearby words and phrases that provide hints about the word.

EXAMPLES

**comparison clue**  Jake brings to his skateboarding the **prowess** of an Olympic athlete.

If Jake is similar to a great athlete in prowess, **prowess** must mean “strong ability” or “talent.”

**contrast clue**  While my grandparents’ house is bright, cheerful, and not at all mysterious, the old, abandoned mansion next to them is **eerie**.

The word *while* signals a contrast between one house and the other. If the grandparents’ house is “not at all mysterious,” the house next door must possess some mystery. **Eerie** must mean “strange” or “mysterious.”

**restatement clue**  Jeanine’s **impudence** gets her in trouble. Neither teachers nor other students appreciate her cocky, selfish attitude.

As the second sentence suggests, **impudence** means “cockiness and disregard for other people.”

**apposition clue**  As he stepped up to bat for the first time, the boy was afraid his teammates would discover his **inadequacy**, his inability to perform up to their high standards.

By restating the word **inadequacy** in different terms, the apposition indicates that **inadequacy** means “state of not being good enough.”

**examples clue**  The child suffered **derision** from her classmates in the form of teasing, jokes, taunts, threats, and pointing fingers.

From the actions listed here—teasing, jokes, taunts, threats, and pointing fingers—you can guess that **derision** means “ridicule.”

**cause and effect clue**  When Samuel crept into the room looking **furtive**, his parents immediately became suspicious and asked him what he was up to.

If looking furtive made Samuel’s parents suspicious about his plans, **furtive** must mean “sneaky” or “sly.”

The following table shows words that signal each type of context clue. Look for these words in the sentences around an unfamiliar word to see if they signal a context clue.
EXERCISE

Read the following sentences. Then choose the best definitions for the underlined words.

1. Serena, known for her melancholy moods, could often be found brooding on subjects such as war, death, and loneliness.
   A. thinking
   B. dwelling
   C. sitting
   D. laughing

2. Although the man dressed professionally and tastefully, his house was decorated in the most gaudy way.
   A. tasteless
   B. neat
   C. spare
   D. pleasant

3. When my friend who is usually so calm and kind suddenly became angry and hostile, I was bewildered.
   A. reassured
   B. confused
   C. wrong
   D. wild
4. Like a salesperson gently urging a customer toward a big purchase, Chad **wheedled** to get permission to spend the night with a friend.
   A. whined
   B. pleaded
   C. coaxed
   D. sulked

5. I can’t imagine why anyone likes that **monotonous** song. It just repeats the same brief melody over and over.
   A. offensive
   B. jazzy
   C. boring
   D. noisy
ANSWERING CONSTRUCTED-RESPONSE QUESTIONS

In addition to multiple-choice questions, the Ohio Graduation Test (OGT) also includes short-answer and extended-response questions that require you to write answers in the Answer Document.

These questions test your ability to interpret, analyze, synthesize, and evaluate ideas from a reading passage and understanding the techniques used by the author. They also require you to back up your ideas with details from the passage.

When you encounter one of these questions, you must first make sure you understand what the question is asking you to do. Here is a list of key words that you might find in these questions. Learn what each of these words means.

- **analyze; identify:** break into parts and describe the parts and their relationships
- **compare:** examine two or more subjects and tell how they are similar; in some cases, also mention differences
- **contrast:** examine two or more subjects and stress how they differ
- **describe:** give enough facts about or characteristics of a subject to make it clear to someone who is unfamiliar with it
- **discuss:** provide an overview and careful analysis of an event or concept; use details for support
- **evaluate; assess:** make an objective judgment about a topic, relying more on informed sources than your own opinion
- **argue:** provide impartial reasoning for a given statement
- **justify:** explain or give reasons for decisions or conclusions; be persuasive
- **summarize:** retell very briefly an event, concept, or debate, stating only the main points, in an objective manner

For example, read the following sample question based on William Soroyan's short story “The Hummingbird Who Lives Through Winter.”

**EXAMPLE**


Because *describe* means “give an account of or convey an idea or impression of ” you know you must characterize the setting, or time and place, of the story. You should use details from the story to support your impression of the setting. Read the following successful response to this prompt.
EXAMPLE

Most of “The Hummingbird Who Lives Through Winter” takes place in the winter in Fresno, California. As the story begins the narrator describes the day he saw the hummingbirds as “freezing” and mentions that he was eager to get inside to warm up. Across the street he saw his neighbor’s plain house with its wonderful garden. The setting then shifts to the inside of his neighbor’s house, which has a gas fire. Finally the story picks up in the summer when there are many hummingbirds around.

Notice that this response not only explains when and where the story was occurring – in winter in Fresno, California – but also includes additional details from the story about how cold it was, how the neighbor’s house looked, how warm the neighbor’s house was, and how the story concluded in summer. These pieces of evidence are the details called for in the question.

TIPS FOR ANSWERING CONSTRUCTED-RESPONSE QUESTIONS

- Before reading the passage, skim the questions. When you **skim**, you glance through material quickly to get a general idea of what it is about.
- As you read, underline any information that relates to the questions. After you have finished reading, you can decide which of the underlined details to use in your answers.
- On extra paper or in the margin of your test booklet, list the most important points to include in each answer. Then number them to show the order in which they should be included. Finally, draft your answer.
- If you have extra time, use it to revise and proofread your answers.
UNIT 1 READING TEST

This passage is followed by several questions. After reading the passage, choose the best answer to each question and blacken the corresponding space on your answer document. When you respond to the short-answer and extended response items, make sure your answers are complete. You may refer to the passages as often as necessary.

excerpt from An Indian Boy’s Story by Ah-nen-la-de-ni (Daniel La France)

When I was thirteen a great change occurred, for the honey-tongued agent of a new Government contract Indian school appeared on the reservation, drumming up boys and girls for his institution. He made a great impression by going from house to house and describing, through an interpreter, all the glories and luxuries of the new place, the good food and teaching, the fine uniforms, the playground and its sports and toys.

All that a wild Indian boy had to do, according to the agent, was to attend this school for a year or two, and he was sure to emerge from there with all the knowledge and skill of the white man.

I had, up to this time, been leading a very happy life, helping with the planting, trapping, fishing, basket making and playing all the games of my tribe—which is famous at lacrosse—but the desire to travel and see new things and the hope of finding an easy way to much knowledge in the wonderful school outweighed my regard for my home and its joys, and so I was one of the twelve boys who in 1892 left our reservation to go to the Government contract school for Indians, situated in a large Pennsylvania city and known as the Institute.

Till I arrived at the school I had never heard that there were any other Indians in the country other than those of our reservation, and I did not know that our tribe was called Mohawk. My people called themselves “Ga-nien-ge-ha-ga,” meaning “People of the Beacon Stone,” and Indians generally they termed “On-give-hon-we,” meaning “Real-men” or “Primitive People.”

I had left home for the school with a great deal of hope, having said to my mother: “Do not worry. I shall soon return to you a better boy and with a good education!” Little did I dream that that was the last time I would ever see her kind face. She died two years later, and I was not allowed to go to her funeral.
The journey to Philadelphia had been very enjoyable and interesting. It was my first ride on the “great steel horse,” as the Indians called the railway train, but my frame of mind changed as soon as my new home was reached.

The first thing that happened to me and to all other freshly caught young redskins when we arrived at the institution was a bath of a particularly disconcerting sort. We were used to baths of the swimming variety, for on the reservation we boys spent a good deal of our time in the water, but this first bath at the institution was different. For one thing, it was accompanied by plenty of soap, and for another thing, it was preceded by a haircut that is better described as a crop.

The little newcomer, thus cropped and delivered over to the untender mercies of larger Indian boys of tribes different from his own, who laughingly attacked his bare skin with very hot water and very hard scrubbing brushes, was likely to emerge from the encounter with a clean skin but perturbed mind. When, in addition, he was prevented from expressing his feelings in the only language he knew, what wonder if some rules for the school were broken.

After the astonishing bath the newcomer was freshly clothed from head to foot, while the raiment in which he came from the reservation was burned or buried.

Thereafter he was released by the torturers and could be seen sidling about the corridors like a lonely crab, silent, sulky, immaculately clean and most disconsolate.

After my bath and reclothing and after having had my name taken down in the records I was assigned to a dormitory, and began my regular school life, much to my dissatisfaction. The recording of my name was accompanied by a change which, though it might seem trifling to the teachers, was very important to me. My name among my own people was “Ah-nen-la-de-ni,” which in English means “Turning crowd” or “Turns the crowd,” but my family had had the name “La France” bestowed on them by the French some generations before my birth, and at the institution my Indian name was discarded, and I was informed that I was henceforth to be known as Daniel La France.

It made me feel as if I had lost myself. I had been proud of myself and my possibilities as “Turns the crowd,” for in spite of their civilized surroundings the Indians of our reservation in my time still looked back to the old warlike days when the Mohawks were great people, but Daniel La France was to me a stranger and a nobody with no possibilities. It seemed as if my prospect of a chiefship had vanished. I was very homesick for a long time.
1. What is the most likely definition of the phrase
   *drumming up?*
   
   A. beating
   B. listening to
   C. gathering
   D. singing to

2. Read the following sentence:
   “The first thing that happened to me and to all other freshly caught young redskins when we arrived at the institution was a bath of a particularly disconcerting sort.”
   
   In this sentence, the author
   
   A. reveals that he is prejudiced against American Indians by using the term “redskins”
   B. compares young Indian boys at the school to wild creatures that have been trapped
   C. criticizes himself and the other boys from the reservation
   D. compares the boys at the school to hunters

3. What would be the BEST title for this passage?
   A. “Leaving Mother”
   B. “Life on the Reservation”
   C. “A Cool School”
   D. “Big Changes”

4. What point of view is used in this passage?
   A. first-person
   B. second-person
   C. third-person
   D. third-person omniscient

5. By describing the government agent as “honey-tongued,” the author implies that the agent
   
   A. has a sweet personality
   B. is as persistent as a honeybee
   C. buzzes around the reservation
   D. is a smooth, persuasive talker

6. This article is a work of
   A. fiction
   B. mythology
   C. nonfiction
   D. drama

7. In the context of paragraph ten of this article
   raiment means
   A. knapsack
   B. uniform
   C. clothing
   D. formal attire

8. The author’s purpose in this selection is to help readers
   
   A. understand Native American life in the 1700s
   B. understand a major change that occurred in his life
   C. understand why he fought boys who called him a “Mohawk”
   D. understand the customs of the Mohawk tribe

9. Ah-nen-la-de-ni has many hopes as he leaves the reservation for the school. Identify one of his hopes and explain what happens to this hope after he starts school using details and/or examples from the passage.

   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

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EXPLORING LITERATURE
OGT PRACTICE
10. The author does not much care for the government-run school. Give at least three examples from the passage to explain how you know this.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
UNIT 2 READING TEST

“Snakes and Humans”

1 About 2,700 species of snakes exist on the earth. Of these, only about 375 are venomous: their bites deliver poison—or venom—to the blood of the victim. One kind of poisonous snake, the mamba, is an African tree snake known for its beauty, its length (up to fourteen feet), its speed (up to twenty miles per hour), and its fighting nature. Capable of injecting more venom per bite than cobras, mambas can produce bites that are deadly if not treated in time. Scientists today know much more about snake venom than they did in previous decades, however, and the chance of successfully treating a venomous snake bite is better than ever.

8 As a result of human activities that threaten snakes, their populations are declining. Yet few people have even noticed. In part, snakes lead secretive lives and are hard to monitor. But another reason is that people are more apt to help conserve warm, furry animals than the less cuddly ones.

9 But by keeping rats and mice in check, snakes help keep pests out of the world’s grain supplies and help control the diseases—sometimes deadly—that rodents transmit to humans. Furthermore, medical researchers have found that certain snake venoms can help in the treatment of many serious conditions, including cancer, heart disease, and epilepsy. Because of its healing qualities, snake venom is more expensive than gold.

10 Snakes play a role in the mythology and folklore of many lands. In the Judeo-Christian Book of Genesis, a snake was responsible for tricking Adam and Eve into eating the fruit of the tree of knowledge. Having eaten that fruit, the two first human beings were banished from the Garden of Eden and sentenced to work in order to grow crops from the earth. The snake, according to this story, was punished for its trick by having to crawl on its belly rather than walk on legs like other creatures. The snake in this story is a cursed creature destined always to be the enemy of human beings.

11 Some cultures, in contrast, actually revere snakes. In ancient Egypt, snakes were akin to gods. The Greeks and Romans believed serpents brought good luck. The West African kingdom of Dahomey worshipped a python god. In India, cobras are thought to protect the earth from
evil. Similarly, in China and Japan snakes were said to guard volcanoes. In Central America, the Aztecs worshipped a god that was part rattlesnake and part bird, and emperors were considered to be descendants of serpents. Many North American tribes also honored the rattlesnake, sometimes calling it Great Father, and some groups constructed huge earthen mounds in the form of snakes. The mounds were used for burial and for temples.

1. In this passage, what is the meaning of the word monitor?
   A. observe
   B. follow
   C. control
   D. direct

2. Which of the following adjectives BEST describes the mamba’s nature?
   A. healing
   B. frightened
   C. fierce
   D. laid back

3. Which of the following is MOST responsible for the decline in snake populations?
   A. human beings
   B. pollution
   C. deforestation
   D. global warming

4. Which of the following is a FACT given in the passage?
   A. Snakes are rodents.
   B. Snakes are frequently mentioned in folklore and mythology.
   C. A snake tricked Adam and Eve into eating forbidden fruit.
   D. Most snakes are deadly.

5. Which kind of article did the author write?
   A. an informative article that conveys facts about snakes and their relationships to people
   B. an amusing article that retells true stories about human encounters with snakes
   C. a helpful article that teaches readers what to do if they come across a venomous snake
   D. a persuasive article that convinces readers that snakes should be conserved

6. Compare and contrast the role of snakes in Native American and Christian cultures.
Answer Key

SCORING GUIDE

PREPARING FOR TESTS
1. Responses will vary.
2. Responses will vary.

ANSWERING MULTIPLE-CHOICE QUESTIONS
1. Answer: B; Standard: Concepts of Print, Comprehension Strategies and Self-Monitoring
2. Answer: B; Standard: Informational, Technical, and Persuasive Text
3. Answer: A; Standard: Concepts of Print, Comprehension Strategies and Self-Monitoring
4. Answer: C; Standard: Concepts of Print, Comprehension Strategies and Self-Monitoring
5. Answer; C; Standard: Acquisition of Vocabulary

ANSWERING READING COMPREHENSION QUESTIONS
1. Answer: B; Standard: Concepts of Print, Comprehension Strategies and Self-Monitoring
2. Answer: B; Standard: Informational, Technical, and Persuasive Text
3. Answer: D; Standard: Informational, Technical, and Persuasive Text
4. Answer: D; Standard: Concepts of Print, Comprehension Strategies and Self-Monitoring
5. Responses will vary; a sample response follows. “Homage to Chrysler Corp.” is an example of Pop Art because it explores how cars qualify as art. James Rosenquist’s billboard-sized painting of Marilyn Monroe is Pop Art because it uses the advertising technique of a billboard to comment on how people view movie stars. Standard: Concepts of Print, Comprehension Strategies and Self-Monitoring
6. Responses will vary; a sample response follows. Dear Diary, Today I worked on a canvas of two hundred Campbell’s soup cans. The idea came to me as I was eating the tomato soup I have for lunch every day. As always in my work, my intention is to show a liking for everyday, ordinary things. Standard: Literary Text

MAKING INFERENCE
1. Answer: A; Standard: Concepts of Print, Comprehension Strategies and Self-Monitoring
2. Answer: D; Standard: Concepts of Print, Comprehension Strategies and Self-Monitoring
3. Answer: B; Standard: Concepts of Print, Comprehension Strategies and Self-Monitoring
4. Responses will vary; a sample response follows. The creature destroys the tower because it is angry at the tower’s silence. McDunn believes the monster is the last of its kind to survive and that it is therefore very lonely. It comes in response to what it believes are the cries of a companion. When the cries stop abruptly, the creature becomes angry at the loss of its soulmate. Standard: Concepts of Print, Comprehension Strategies and Self-Monitoring
5. Responses will vary; a sample response follows. McDunn lies because he fears the rescuers will think him insane if he tells them the tower was destroyed by a sea monster. He has already admitted that he hesitated to tell Johnny about the monster for fear that Johnny would think he was “daft.” Standard: Concepts of Print, Comprehension Strategies and Self-Monitoring

FINDING THE MAIN IDEA OR THEME
1. Answer: C; Standard: Concepts of Print, Comprehension Strategies and Self-Monitoring
2. Answer: B; Standard: Literary Text

USING CONTEXT CLUES
1. Answer: B; Standard: Acquisition of Vocabulary
2. Answer: A; Standard: Acquisition of Vocabulary
3. Answer: B; Standard: Acquisition of Vocabulary
4. Answer: C; Standard: Acquisition of Vocabulary
5. Answer: C; Standard: Acquisition of Vocabulary

UNIT 1 TEST
READING
1. Answer: C; Standard: Acquisition of Vocabulary
2. Answer: B; Standard: Literary Text
3. Answer: D; Standard: Concepts of Print, Comprehension Strategies and Self-Monitoring
4. Answer: A; Standard: Literary Text
5. Answer: D; Standard: Concepts of Print, Comprehension Strategies and Self-Monitoring
6. Answer: C; Standard: Concepts of Print, Comprehension Strategies and Self-Monitoring
7. Answer: C; Standard: Acquisition of Vocabulary
8. Answer: B; Standard: Informational, Technical, and Persuasive Text
9. Responses will vary; a sample response is given.
The author hopes to find an easy way to learn a great deal, but the adjustment to school proves difficult. Or, students may mention the following possibilities: He hopes to return to his mother, but she dies before he can return. Finally, the author hopes to realize the possibilities associated with his name. However, his name is changed, and he feels cut off from those possibilities.

Standard: Informational, Technical, and Persuasive Text

10. Responses will vary; a sample response is given. The author’s dislike for the government-run school is apparent in how he describes what happens to him there. He calls the people who wash him, cut his hair, and clothe him “torturers.” His name is changed and he feels disconnected from his heritage. Moreover, he is not allowed to visit his mother, and she dies before he can see her again.

Standard: Informational, Technical, and Persuasive Text

UNIT 2 TEST

READING

1. Answer: A; Standard: Acquisition of Vocabulary
2. Answer: C; Standard: Concepts of Print, Comprehension Strategies and Self-Monitoring
3. Answer: A; Standard: Concepts of Print, Comprehension Strategies and Self-Monitoring
4. Answer: B; Standard: Concepts of Print, Comprehension Strategies and Self-Monitoring
5. Answer: A; Standard: Informational, Technical, and Persuasive Text
6. Responses will vary; a sample response is given. In Native American cultures, some snakes are viewed as gods, while in Christian cultures, snakes are viewed as cursed tricksters.

Standard: Concepts of Print, Comprehension Strategies and Self-Monitoring

UNIT 3 TEST

READING

1. Answer: B; Standard: Concepts of Print, Comprehension Strategies and Self-Monitoring
2. Answer: B; Standard: Informational, Technical, and Persuasive Text
3. Answer: B; Standard: Concepts of Print, Comprehension Strategies and Self-Monitoring
4. Answer: D; Standard: Concepts of Print, Comprehension Strategies and Self-Monitoring
5. Answer: C; Standard: Informational, Technical, and Persuasive Text
6. Answer: A; Standard: Concepts of Print, Comprehension Strategies and Self-Monitoring
7. Responses will vary; a sample response follows. I would visit the tar pit museum, where I could view life-size replicas of the animals found in the pits.

Standard: Informational, Technical, and Persuasive Text
8. Answer: D; Standard: Informational, Technical, and Persuasive Text
9. Answer: C; Standard: Concepts of Print, Comprehension Strategies and Self-Monitoring
10. Responses will vary; a sample response follows. The saber-toothed tiger lived in the Quaternary Period, according to the chart. Therefore, the tooth probably dates back to that time. This makes sense because the tar pits began to form in the Tertiary Period, which came before the Quaternary period.

Standard: Informational, Technical, and Persuasive Text

UNIT 4 TEST

READING

1. Responses will vary; a sample response follows. Someone might consult this chart to determine Clemente’s strengths during his career with the Pittsburgh Pirates. Another would be to see if Clemente ever lead the league in any statistics.

Standard: Informational, Technical, and Persuasive Text
2. Answer: C; Standard: Informational, Technical, and Persuasive Text
3. Answer: A; Standard: Concepts of Print, Comprehension Strategies and Self-Monitoring
4. Answer: C; Standard: Concepts of Print, Comprehension Strategies and Self-Monitoring
5. Answer: A; Standard: Informational, Technical, and Persuasive Text
6. Answer: D; Standard: Acquisition of Vocabulary

UNIT 5 TEST

READING

1. Answer: C; Standard: Acquisition of Vocabulary
2. Answer: A; Standard: Informational, Technical, and Persuasive Text
3. Answer: D; Standard: Concepts of Print,