

Literature

and the Language Arts

Experiencing Literature

Grade 9

OHIO GRADUATION TEST
READING PRACTICE



THE EMC MASTERPIECE SERIES

EMCParadigm Publishing Saint Paul, Minnesota

Staff Credits

Editorial

Laurie Skiba
Managing Editor

Brenda Owens
Editor

Nichola Torbett
Associate Editor

Chris Lee
Associate Editor

Jennifer J. Anderson
Associate Editor

Valerie Murphy
Editorial Assistant

Soo Jin Link
Educational Writer

Blythe Howard
Educational Writer

Design

Shelley Clubb
Production Manager

Erica Tava
Production Specialist

Cover Credits

Cover Designer: C. Vern Johnson

Gas [Detail], 1940. Edward Hopper.

Last of the Buffalo [Detail], 1889. Albert Bierstadt.

His Hammer in His Hand [Detail], from the John Henry Series, 1944–47. Palmer Hayden.

ISBN 0-8219-2954-2

© 2005 EMC Corporation

All rights reserved. The assessment materials in this publication may be photocopied for classroom use only. No part of this publication may be adapted, reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise without permission from the publisher.

Published by EMC/Paradigm Publishing

875 Montreal Way

St. Paul, Minnesota 55102

800-328-1452

www.emcp.com

E-mail: educate@emcp.com

Printed in the United States of America.

10 9 8 7 6 5 4 3 2 1 XXX 03 04 05 06 07 08 09 10 11

Contents

Introduction	1
Test-Taking Skills Practice Worksheets	3
Preparing for Tests	3
Answering Multiple-Choice Questions	4
Answering Reading Comprehension Questions	6
Making Inferences	8
Finding the Main Idea or Theme	10
Using Context Clues	12
Answering Constructed-Response Questions	14
Grade 9 OGT Practice Tests	17
Unit 1 Test	
“National Storytelling Youth Olympics”	17
Unit 2 Test	
“Birches”	20
Unit 3 Test	
“The Gift of the Magi”	24
Unit 4 Test	
from <i>The Tragedy of Romeo and Juliet</i>	30
Unit 5 Test	
“An Encounter with an Interviewer”	33
Unit 6 Test	
from “The Grass”	39
Unit 7 Test	
“A Soul Who Selected Her Own Society”	42
Unit 8 Test	
“Overcoming the Odds”	45
Unit 9 Test	
“A Poison Tree”	47
Unit 10 Test	
“Crazy Quilt”	49

Unit 11 Test
 “The Writing Life”52

Unit 12 Test
 from “Nightmare Number Three”55

Scoring Guide59

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.

OHIO GRADUATION TEST PRACTICE BOOK

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) 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 OGTs. 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

<p>Preparing for a Test</p> <ul style="list-style-type: none">• Pay attention in class. Exercises and activities throughout the year help you 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.	<p>Taking a Test</p> <ul style="list-style-type: none">• Read directions and questions carefully.• Consider every choice. Don't be fooled by distractors, or answers that are <i>almost</i> 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.
--	--

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

2. Taking a test

ANSWERING MULTIPLE-CHOICE QUESTIONS

On many standardized tests, including the Ohio Graduation Test (OGT), many of the 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 Speech to the Convention of the American Equal Rights Association by Sojourner Truth on pages 457–458 of your textbook. Then select the best answer to each of the following questions.

- _____ 1. To what audience does Truth speak in this speech?
- A. both male and female slaves
 - B. slave owners only
 - C. both men and women sympathetic to Truth's cause for gaining equal rights for all
 - D. women only

Test-Taking Skills

Practice Worksheets

- _____ 2. What is the purpose of Truth’s speech?
 - A. to help gain equal rights for African-American men
 - B. to persuade the audience to grant full freedom and rights to African-American women
 - C. to inspire slave owners to free their slaves
 - D. to inform listeners of what it is like to be a slave

- _____ 3. Why does Truth call her audience members “chil’n”?
 - A. because her audience is full of children
 - B. because she is speaking directly to little children
 - C. because that’s what she calls everyone
 - D. because she is old enough to be the mother of all those attending

- _____ 4. Who or what, according to Truth, is preventing colored women from gaining equal rights?
 - A. men in power who are unwilling to give women their rights
 - B. African-American womens’ ignorance and lack of intelligence
 - C. selfish white women who want equal rights only for themselves
 - D. the devil

- _____ 5. The word *idle* in the second column on page 457 means
 - A. heroic
 - B. proud
 - C. doing nothing
 - D. very busy

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 go to step 6. If you don't, 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 steps 3–5 to answer the rest of the questions.

EXERCISE**Answering Reading Comprehension Questions**

Read "Exploring the Greece of Odysseus" by Laurel Miranda on pages 144–145 of your textbook. Then select the best answer to the questions that follow.

- _____ 1. What is the meaning of the word *arresting* in this passage?
- A. capturing
 - B. breathtaking
 - C. captivating
 - D. brawny
- _____ 2. Who is Odysseus?
- A. the author's son
 - B. a mythological figure
 - C. a resident of modern-day Greece
 - D. a ghost
- _____ 3. The second paragraph ends with a quotation. Whose words are inside the quotation marks?
- A. Ellen Switzer's
 - B. Homer's
 - C. Odysseus's
 - D. Laurel Miranda's

Test-Taking Skills

Practice Worksheets

- _____ 4. Which of the following best describes the character of Forest as he is depicted in the selection?
- A. clever and brave
 - B. tired and bored
 - C. young and restless
 - D. curious and excited
- _____ 5. What would you expect to find in the following paragraphs of this essay?
- A. a retelling of the *Odyssey*
 - B. an account of the author's trip to Greece
 - C. detailed information about Greek mythology
 - D. a list of Forest's interests and hobbies

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:

Tabitha spent all day in the woods looking for and gathering different kinds of leaves for her science project. As she walked home, she began to develop an itch on her leg. She looked down and saw that her legs were covered with red blotches. Soon, not only were her legs itching but also her arms and hands. Tabitha began to panic and ran home in the hopes that her father could relieve the itch and make the rash disappear.

What is the cause of Tabitha's itchy rash? The passage itself does not say, but it does give you clues: spending time in the woods, developing an itch, and being covered with red blotches. By putting these clues together with your prior knowledge, you can be pretty certain that Tabitha stepped in poison ivy while looking for leaves.

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

Making Inferences

Read Theodore L. Thomas's short story "The Test" on pages 892–895 of your textbook. Then use clues from the story and your prior knowledge to answer the inference questions that follow.

- _____ 1. What kind of person is MOST LIKELY going to pass this kind of driver's test? One who is
- A. careful
 - B. traumatized
 - C. carefree
 - D. confident
- _____ 2. What is the significance of the two grooves worn into the floor?
- A. They indicate that Robert really is still dreaming.
 - B. They show that Robert is actually a machine.
 - C. They indicate how easy it is for Robert to go with the men.
 - D. They demonstrate how many people have failed the test in this way.

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?
- What is the “moral” or lesson of the story?

EXERCISE

Answering Main Idea Questions

- _____ 1. Read "I Have a Dream" on pages 462–464 of your textbook. Which of the following statements BEST expresses the main idea of this speech?
- A. Together, Americans can achieve the dream of equality for all people.
 - B. Even a hundred years after the freeing of the slaves, African Americans are treated with injustice.
 - C. African Americans will never be satisfied until they have achieved equality.
 - D. African Americans have finally achieved the dream of freedom.
- _____ 2. Turn to page 758 in your textbook and read the poem "Courage" by Anne Sexton. Which of the following statements BEST expresses the theme of the poem?
- A. Only a handful of people have real courage.
 - B. The truly courageous are those that sacrifice their lives for someone else.
 - C. Fighting in a war is the greatest sign of courage.
 - D. Courage can be found in many different forms and in almost every life.

Practice Worksheets **Test-Taking Skills**

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 The dog meandered down the street like someone out for a leisurely Sunday drive.

People on leisurely Sunday drives move rather slowly and without a specific direction in mind. *Meandered* must mean something like “took a slow, winding path.”

contrast clue I don’t have the exact measurements with me, but I can give you an approximation.

The word *but* signals a contrast between exact measurements and an approximation. *Approximation* must mean “estimate, inexact guess.”

restatement clue Alissa is known for her unusual garb. I’ve never known anyone else with such odd taste in clothes!

As the second sentence suggests, *garb* means “clothing.”

apposition clue Greg barged into the meeting unannounced, crying, “I hate to interrupt, but this is really an importunity, a matter that cannot wait!”

By restating the word *importunity* in different terms, the apposition indicates that *importunity* means “an urgent matter, an emergency.”

examples clue There were several inauspicious signs, including a black cat in the middle of the street, a broken mirror in the restroom, and thirteen peas left on his plate at dinner.

From the signs listed here— a black cat, a broken mirror, and the number thirteen—you can guess that *inauspicious* means “unlucky.”

cause and effect clue Trevor couldn’t come to the party because he had another engagement.

If it meant Trevor couldn’t be in a particular place at a particular time, an *engagement* must mean “somewhere one has promised to be.”

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.

comparison	and, like, as, just as, as if, as though
contrast	but, nevertheless, on the other hand, however, although, though, in spite of
restatement	that is, in other words, or
examples	including, such as, for example, for instance, especially, particularly
cause and effect	if/then, when/then, thus, therefore, because, so, as a result of, consequently

Test-Taking Skills

Practice Worksheets

EXERCISE

Using Context Clues

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

- _____ 1. My dog Willie covered like a scaredy-cat while I yelled at him for chewing up my brand new leather shoes.
- A. crouched
 - B. obeyed
 - C. stared
 - D. pranced
- _____ 2. I thought I had the right time to meet my girlfriend, but I found out I was erroneous when I showed up two hours late!
- A. correct
 - B. afraid
 - C. wrong
 - D. frustrated
- _____ 3. The barrier was made of a porous substance that looked like a sponge or a loaf of bread.
- A. capable of great power
 - B. filled with holes
 - C. smooth and strong
 - D. used for cleaning
- _____ 4. Because of my teacher's ambiguity, I was unsure about how to answer the question.
- A. absence
 - B. answer
 - C. short-temper
 - D. lack of clarity
- _____ 5. The St. Louis Cardinals' loss to the Chicago Cubs was inconsequential. Since it was a preseason game, it wasn't that important.
- A. unsuccessful
 - B. worrisome
 - C. uninteresting
 - D. insignificant

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 understand 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; argue:	make an objective judgment about a topic, relying more on informed sources than your own opinion
explain:	clarify and interpret an event or concept, providing supporting details and examples
interpret:	tell the meaning and significance of an event or concept
justify:	explain or give reasons for decisions or conclusions; be persuasive
prove:	provide impartial reasoning for a given statement
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 Richard Brautigan’s poem, “All Watched Over by Machines of Loving Grace.”

EXAMPLE

“All Watched Over by Machines of Loving Grace” can be easily misunderstood if one does not know that it is a satirical piece. How do the images in the poem help to create a satirical tone? Use details from the selection to support your answer.

Test-Taking Skills**Practice Worksheets**

Because *satire* means a literary piece that attacks human vice or folly through irony, derision, or wit, you know you must look for images that communicate these feelings in the poem. Read the following successful response to this prompt.

EXAMPLE

Images such as “cybernetic meadow where mammals and computers live together in harmony” and a “cybernetic forest filled with pines and electronics” work to satirize the popular belief that technology makes our world a better place. These images border on the absurd in order for Brautigan to poke fun at those who believe that human beings, animals, and technology can live in harmony. Using exaggeration, Brautigan shows just how ridiculous our lives would be if we became too dependent on machines.

Notice that this response not only analyzes how the poem is satirical – it is ridiculous, it pokes fun, it exaggerates – but also includes direct quotes from the poem illustrating satirical passages. The quotations are the details called for in the question.

The following tips will help you answer constructed-response questions effectively.

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.

Practice Worksheets **Test-Taking Skills**

EXERCISE

Answering Constructed-Response Questions

Turn to page 739 and read “Thank You, M’am” by Langston Hughes. Then answer the constructed-response questions below.

- 1. Why does Mrs. Luella Bates Washington Jones decide to help Roger even after he tries to steal from her? Use details from the selection to support your answer.

- 2. What techniques of characterization does Hughes employ in creating the character of Mrs. Jones? Use details from the selection to show how readers are led to understand this character.

UNIT 1 READING TEST

DIRECTIONS

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.

“National Storytelling Youth Olympics”

- 1 The National Storytelling Youth Olympics is an event where thousands of kids from grades 6 to 12 compete against each other by telling stories. It is sponsored by the Master’s Degree Program in Reading and Storytelling at East Tennessee State University. The sole purpose of this event is to promote and encourage both the art and science of storytelling among middle school and high school students. Although this event is competitive, its underlying intent and goal is to provide students across the nation with a reason to practice numerous noncompetitive skills.
- 2 Those skills include sportsmanship, responsible behavior, and an attitude of respect for others and the storytelling genre. The eventual goal of the National Storytelling Youth Olympics is to encourage every classroom in America to discover (or rediscover) the beauty of storytelling and story performance.
- 3 The National Storytelling Youth Olympics takes place usually around the first weekend in March. Students from all over the country arrive by bus, plane, or automobile in Johnson City, Tennessee. They usually arrive on Thursday or Friday. Those that arrive on Thursday take advantage of their early arrival by telling stories at local schools. On Friday, an evening meal is prepared for all contestants, coaches, and parents. Games are played, stories are told, and lifetime friendships begin. Saturday is the day of the big event. A luncheon is held in the afternoon so contestants can familiarize themselves with the surroundings and do a sound check.
- 4 The event is divided into three categories separated by grades. Contestants are judged not only by their storytelling performance, but also by the attitude and behavior they display during the entire weekend. A winner is picked from each of the three categories; however, there is an overall winner who is granted the name of Grand Torch Bearer. This person is selected not only by the judges, but also by the contestants. After the winners have been announced, the contestants retreat back to their hotel where a celebratory ice cream party is



Joe Bowman and his teacher Diane Judy, displaying the trophy Joe won at the National Storytelling Youth Olympics in 1999.

Practice Tests

OGT Practice, Grade 9

held; and believe it or not, they tell more stories! This is what the National Storytelling Youth Olympics is all about: developing a love for the art of storytelling.

- 5 Joe Bowman did just that. He has been developing his love for storytelling since the sixth grade. His efforts and hard work were rewarded when he received the title Grand Torch Bearer in 1999 with the story titled “The Pirate.”

This story was actually a song that he rewrote to tell as a story. It is the story of a young pirate who wants to become a Broadway singer. “The Pirate” reflects Joe’s favorite type of story to tell—humorous. He also likes to tell folk tales and stories with lessons, especially lessons that teach character in people. As a tenth grader at Daniel Boone High School in Gray, Tennessee, he keeps busy by telling these types of stories at libraries, homes for the elderly, local coffee houses, elementary schools, churches, and competitions. Joe is also involved in the school choir and drill team. He will be competing in the National Storytelling Convention to be held in Kingsport, Tennessee, in the summer of 2000.



Joe Bowman storytelling at his local elementary school in Gray, Tennessee.

- Which of the following sets of words best describes the Grand Torch Bearer?
 - competitive, ambitious, talented
 - respectful, responsible, skilled
 - athletic, determined, creative
 - imaginative, individualistic, cynical
- The author MOST LIKELY wrote this selection to
 - entertain readers by discussing storytelling
 - persuade readers to donate money to the National Storytelling Youth Olympics
 - inform readers about a friendly, fun competition
 - inspire readers to take up storytelling
- Why would someone MOST LIKELY choose to attend the National Storytelling Youth Olympics?
 - to refine storytelling skills while meeting new friends
 - to compete fiercely with the best storytellers in the country
 - to earn money and fame
 - to tell stories at nursing homes, churches, schools, and libraries
- Which of the following statements provides the MOST convincing support for the idea that Joe Bowman has developed a love for the art of storytelling?
 - He revised a song about a pirate to make it into a story.
 - He was the Grand Torch Bearer in 1999.
 - He competed in the National Storytelling Convention in 2000.
 - He tells stories at libraries, homes for the elderly, coffee houses, schools, and churches.

OGT Practice, Grade 9 **Practice Tests**

- 5. When is dinner prepared for all contestants, coaches, and parents?
 - A. Wednesday
 - B. Friday
 - C. Thursday
 - D. Saturday

- 6. Joe Bowman won the title of Grand Torch Bearer in 1999 with "The Pirate," which is based on a song that he rewrote as a story. What three qualities can you infer about Joe Bowman's character based on this information? Use details from the text to support your answer.

UNIT 2 READING TEST

DIRECTIONS

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.

“Birches”

When I see birches bend to left and right
Across the lines of straighter darker trees,
I like to think some boy’s been swinging them.
But swinging doesn’t bend them down to stay

- 5** As ice storms do. Often you must have seen them

Loaded with ice a sunny winter morning
After a rain. They click upon themselves
As the breeze rises, and turns many-colored
As the stir cracks and crazes their enamel.

- 10** Soon the sun’s warmth makes them shed crystal shells

Shattering and avalanching on the snow crust—
Such heaps of broken glass to sweep away
You’d think the inner dome of heaven had fallen.

They are dragged to the withered bracken by the load,

- 15** And they seem not to break; though once they are bowed

So low for long, they never right themselves:
You may see their trunks arching in the woods
Years afterwards, trailing their leaves on the ground
Like girls on hands and knees that throw their hair

- 20** Before them over their heads to dry in the sun.

But I was going to say when Truth broke in
With all her matter of fact about the ice storm,
I should prefer to have some boy bend them

OGT Practice, Grade 9

Practice Tests

As he went out and in to fetch the cows—

- 25** Some boy too far from town to learn baseball,
Whose only play was what he found himself,
Summer or winter, and could play alone.
One by one he subdued his father's trees
By riding them down over and over again
- 30** Until he took the stiffness out of them,
And not one but hung limp, not one was left
For him to conquer. He learned all there was
To learn about not launching out too soon
And so not carrying the tree away
- 35** Clear to the ground. He always kept his poise
To the top branches, climbing carefully
With the same pains you use to fill a cup
Up to the brim, and even above the brim.
Then he flung outward, feet first, with a swish,
- 40** Kicking his way down through the air to the ground.
So was I once myself a swinger of birches.
And so I dream of going back to be.
It's when I'm weary of considerations,
And life is too much like a pathless wood
- 45** Where your face burns and tickles with the cobwebs
Broken across it, and one eye is weeping
From a twig's having lashed across it open.
I'd like to get away from earth awhile
And then come back to it and begin over.
- 50** May no fate willfully misunderstand me
And half grant what I wish and snatch me away
Not to return. Earth's the right place for love:

Practice Tests **OGT Practice, Grade 9**

I don't know where it's likely to go better.
I'd like to go by climbing a birch tree,
55 And climb black branches up a snow-white trunk
Toward heaven, till the tree could bear no more,
But dipped its top and set me down again.
That would be good both going and coming back.
One could do worse than be a swinger of birches.

by Robert Frost

- 1. In this selection, the word *subdued* in line 28 means
 - A. crushed
 - B. enlightened
 - C. overcame
 - D. gave in

- 2. Which word best describes the speaker's attitude toward birch trees?
 - A. unaware
 - B. careless
 - C. affectionate
 - D. nonplussed

- 3. To what does the speaker of the poem compare the broken ice?
 - A. a sunny winter morning
 - B. seashells on a beach
 - C. pieces of heaven broken on the ground
 - D. girls on their hands and knees with their hair over their heads

- 4. The author most likely wrote this selection in order to
 - A. express his feelings about a childhood experience
 - B. persuade readers to swing on birches
 - C. inform readers about birch trees
 - D. inspire readers to become poets

- 5. How is swinging toward heaven from a birch tree important to this poem?
 - A. It makes the rhyme scheme work better.
 - B. It creates a mood of tension and anxiety.
 - C. It puts the speaker in danger.
 - D. It symbolizes escape from daily worries.

- 6. How does the speaker's use of figurative language contribute to the effectiveness of this poem? Use specific details from the poem in your response.

OGT Practice, Grade 9 **Practice Tests**

7. According to the speaker, why do some birch branches stay permanently bent to the ground?
- A. as a result of an ice storm
 - B. because children play on them
 - C. because the trees are weak
 - D. as a result of tree fungi

8. Who is the audience for this poem?
- A. children
 - B. adults
 - C. people in nursing homes
 - D. immigrants who don't understand American childhood customs

9. Why does the speaker want to believe an explanation that is not true? Use details from the text to support your answer.

SCORING GUIDE

TEST-TAKING SKILLS PRACTICE WORKSHEETS

PREPARING FOR TESTS

1. *Responses will vary.*
2. *Responses will vary.*

ANSWERING MULTIPLE-CHOICE QUESTIONS

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

ANSWERING READING COMPREHENSION QUESTIONS

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

MAKING INFERENCES

1. Answer: B; 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: Informational, Technical, and Persuasive Text
4. *Responses will vary, a sample response follows.* Being able to experience a car accident while under hypnosis provides the driver with an opportunity to “practice” how to behave and respond during an accident. As a result, it will help to “make better drivers.” In addition, experiencing such a terrifying and traumatic experience will help make “more careful drivers for the rest of their lives.” People will drive with more caution after having undergone such an event because they will never want to experience such a life-threatening event again.

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

5. *Responses will vary, a sample response follows.* In the future, Robert Proctor is likely to doubt whether what he is experiencing is really happening. The car accident that seemed so real to him was actually a simulation, which will make him wonder if his other experiences might be simulations as well. In addition, the uniformed man at the end of the story responds to Robert’s question about reality by saying “How does any of us know?” This question is likely to plague Robert in the future.
Standard: Concepts of Print, Comprehension Strategies and Self-Monitoring

FINDING THE MAIN IDEA OR THEME

1. Answer: A; Standard: Informational, Technical and Persuasive Text
2. Answer: D; Standard: Literary Text

USING CONTEXT CLUES

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

ANSWERING CONSTRUCTED-RESPONSE QUESTIONS

1. *Responses will vary; a sample response follows.* One reason why Mrs. Jones decides to help him is because she sees him as a son. “You ought to be my son,” she says to him. She provides him with food, shelter, and guidance – even if it is only for one night. She also says “I would teach you right from wrong,” which could be another reason why she helps Roger rather than turning him in to the police, which might not teach him the lesson she wants him to learn about being kind and generous towards people.
Standard: Concepts of Print, Comprehension Strategies and Self-Monitoring
2. *Responses will vary; a sample response follows.* Hughes uses direct description of Mrs. Jones and shows what she says and does in order to reveal her character. He describes her as “a large woman with a large purse that had everything in it but hammer and nails.” This creates a picture

of Mrs. Jones in the reader's mind. By showing how she wants to help Roger rather than punish him, Hughes reveals Mrs. Jones to be kind and even unusual. The reader also learns through dialogue that Mrs. Jones did things as a youth that she now regrets and that she, too, often wanted things she couldn't have.

Standard: Literary Text

GRADE 9 OGT PRACTICE TESTS

UNIT 1 TEST

READING

1. Answer: B; Standard: Concepts of Print, Comprehension Strategies and Self-Monitoring
2. Answer: C; Standard: Informational, Technical and Persuasive Text
3. Answer: A; Standard: Concepts of Print, Comprehension Strategies and Self-Monitoring
4. Answer: D; Standard: Informational, Technical and Persuasive Text
5. Answer: B; Standard: Concepts of Print, Comprehension Strategies and Self-Monitoring
6. *Responses will vary; a sample response follows.* To receive the title of the Grand Torch Bearer, you must be responsible, be respectful, tell stories well, and display sportsmanship. As a result, one can infer that Joe Bowman possesses these qualities. In addition, he re-wrote a song into a story, and this takes a lot of talent, imagination, and creativity – qualities that Joe Bowman must also have.

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

UNIT 2 TEST

READING

1. Answer: C; Standard: Acquisition of Vocabulary
2. Answer: C; Standard: Literary Text
3. Answer: C; Standard: Concepts of Print, Comprehension Strategies and Self-Monitoring
4. Answer: A; Standard: Literary Text
5. Answer: D; Standard: Literary Text
6. *Responses will vary; a sample response follows.* The use of metaphors, similes, and other figurative language not only enriches the imagery of this poem but also conveys its point. The metaphor comparing broken ice from the branches to "heaps of broken glass" and the simile

comparing the birches to girls drying their hair help the reader imagine the trees as the speaker imagines them. The simile comparing life to a pathless wood and the extended metaphor comparing "you" to a hiker covered in cobwebs and injured by a twig conveys powerfully the trials of everyday life that the adult speaker longs to escape by swinging on birches.

Standard: Literary Text

7. Answer: A; Standard: Concepts of Print, Comprehension Strategies and Self-Monitoring
 8. Answer: B; Informational, Technical and Persuasive Text
 9. *Responses will vary; a sample response follows.* The speaker deliberately misinterprets the bent branches because he is nostalgic for a time when he swung from birches. This activity seems to symbolize the author's desire to be carefree like he was when he was a young boy. He states that he dreams of becoming a branch swinger whenever "I'm weary of considerations, / And life is too much like a pathless wood." These lines suggest that when life becomes too complicated or unclear, the speaker likes to escape those burdens by dreaming about the time he used to swing on trees as if he had no care in the world.
- Standard: Concepts of Print, Comprehension Strategies and Self-Monitoring

UNIT 3 TEST

READING

1. Answer: C; Standard: Concepts of Print, Comprehension Strategies and Self-Monitoring
2. Answer: C; Standard: Literary Text
3. Answer: C; Standard: Literary Text
4. Answer: A; Standard: Acquisition of Vocabulary
5. Answer: A; Standard: Concepts of Print, Comprehension Strategies and Self-Monitoring
6. Answer: D; Standard: Concepts of Print, Comprehension Strategies and Self-Monitoring
7. Answer: C; Standard: Concepts of Print, Comprehension Strategies and Self-Monitoring
8. *Responses will vary; a sample response follows.* The beginning of the story tells us that Della bargained with the merchants just to save one or two pennies. Only a poor person would worry about saving pennies. The descriptions of their flat also suggest that they are poor: "it certainly had that word [beggar] on the lookout for the