

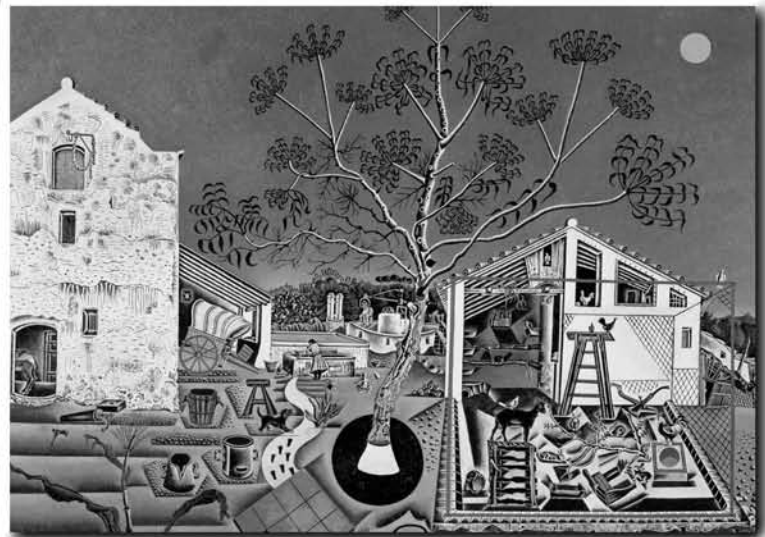
Literature

and the Language Arts

Understanding Literature

Grade 10

OHIO GRADUATION TEST
READING PRACTICE



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.

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.
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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

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

Turn to page 611 of your textbook, and read the Reader's Resource feature on the allusion to *Madame Butterfly* and the About the Author feature on Sandra Cisneros. Then answer the following questions.

- _____ 1. *Madame Butterfly* is a(n)
- A. novel by Sandra Cisneros
 - B. opera by Wagner
 - C. opera by Puccini
 - D. sonnet by Shakespeare

Test-Taking Skills

Practice Worksheets

- _____ 2. The main conflict in *Madame Butterfly* is
- A. between two lovers, a Japanese woman and an American man
 - B. internal, within an American naval lieutenant
 - C. between Sandra Cisneros and Giacomo Puccini
 - D. between two lovers, a Japanese man and an American woman
- _____ 3. The purpose of these two sections is MOST LIKELY to
- A. persuade the reader to learn more about Madame Butterfly
 - B. entertain the reader with interesting stories about opera and writing
 - C. inform the reader about background useful in understanding a story by Sandra Cisneros
 - D. inspire the reader to go to the opera
- _____ 4. A figure of speech that makes reference to a person, event, object, or work from history or literature is called a(n)
- A. character
 - B. simile
 - C. allusion
 - D. opera
- _____ 5. Cisneros’s accomplishments include all of the following EXCEPT
- A. writing a novel, short stories, and poetry
 - B. infusing feminism with the perspective of Chicana women
 - C. following in a long tradition of celebrated Hispanic women writers
 - D. writing about issues she herself has experienced

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 steps 3–5 to answer the rest of the questions.

EXERCISE

Read the following excerpt from Chief Seattle's speech "Yonder sky that has wept tears of compassion . . ." (from page 434 of your textbook). Then, for each question that follows the passage, select the letter that corresponds to the best answer.

There was a time when our people covered the land as the waves of a wind-ruffled sea cover its shell-paved floor, but that time long since passed away with the greatness of tribes that are now but a mournful memory. I will not dwell on, nor mourn over, our untimely decay, nor reproach my paleface brothers with hastening it as we too may have been somewhat to blame. Youth is impulsive. When our young men grow angry at some real or imaginary wrong, and disfigure their faces with black paint, it denotes that their hearts are black, and that they are often cruel and relentless, and our old men and old women are unable to restrain them. Thus it has ever been. Thus it was when the white man first began to push our forefathers westward. But let us hope that the hostilities between us may never return. We would have everything to lose and nothing to gain. Revenge by young men is considered gain, even at the cost of their own lives, but old men who stay at home in times of war, and mothers who have sons to lose, know better.

- _____ 1. As it is used in this selection, the word *impulsive* most likely means
- A. imaginative
 - B. hyperactive
 - C. without reflection
 - D. careful
- _____ 2. To what does Chief Seattle compare his people's former presence on the land?
- A. to ants on an anthill
 - B. to blackened hearts
 - C. to decaying corpses
 - D. to the sea on a windy day

Test-Taking Skills **Practice Worksheets**

- _____ 3. According to Chief Seattle, young men are often
- A. hateful
 - B. cruel and relentless
 - C. wise and slow to action
 - D. all the same

4. What does Chief Seattle think of young men’s views of revenge? Use details and examples from the selection to support your response.

5. Describe Chief Seattle’s attitude toward the decline of his people. Use evidence from the selection to support your response.

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:

“Coach is going to kill me,” Caragh thought, looking at the clock. She was late for practice again. That made three times this week. She shoved her feet into her high tops, pulled her hair back into a pony tail, and headed for the gym. Before she got there she could hear the sound of balls dribbling up and down the court. As she walked in, the team was doing a lay-up drill. Some of the balls rebounded hard off the backboard or rim, while others smoothly sailed through the net.

What sport does Caragh play? The passage itself does not say, but it does give you clues: the high tops, the bouncing balls in the gym, the lay-up drills, and the references to backboard, rim, and net. By putting these clues together with your prior knowledge, you can be pretty certain that Caragh plays basketball.

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 Open Window” on pages 185–187 of your textbook. Then use clues from the story and your prior knowledge to answer the inference questions that follow.

- _____ 1. How does Frampton Nuttel feel about socializing?
- A. He enjoys it.
 - B. He disdains it.
 - C. He dislikes it.
 - D. He looks forward to it.
- _____ 2. Which of the following BEST characterizes Vera’s personality?
- A. inventive and crafty
 - B. silly and spoiled
 - C. annoying and clever
 - D. introverted and rude
- _____ 3. Why does Vera ask Frampton whom he knows in the area?
- A. She wonders if they know any of the same people.
 - B. She wants to introduce him to some people.
 - C. She is afraid of the stories he might have heard about her.
 - D. She wants to see what he knows before she begins telling stories.

Test-Taking Skills **Practice Worksheets**

4. Why does Nuttel leave so quickly? Use details and examples from the story to explain.

5. Why does Nuttel have a difficult time in this social situation? Use evidence from the story to explain why the social conventions don't work.

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?

Test-Taking Skills

Practice Worksheets

EXERCISE

- _____ 1. Read Claudia Kalb’s essay “Beware the Unruly Sun” on pages 476–479 of your textbook. Which of the following statements BEST expresses the main idea of this essay?
- A. Exposure to the sun increases your risk of melanoma, but there are ways to reduce this risk.
 - B. The sun is warm and wonderful, but it can also be deadly.
 - C. People who spend time in the sun should wear sunscreen and check their body for moles on a regular basis.
 - D. The rate of melanoma is rising.
- _____ 2. Turn to page 219 in your textbook and read the short story “Like the Sun” by R. K. Narayan. Which of the following statements BEST expresses the theme of the story?
- A. It is important to tell the truth always, no matter how difficult it is.
 - B. Telling the truth has consequences for one’s self and others.
 - C. The truth will set you free.
 - D. Some people can’t handle the truth.

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 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 erie.

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.

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**

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

- _____ 1. A local celebrity, Pedro enjoyed the anonymity he experienced away from home.
- A. continuous attention
 - B. special treatment
 - C. being unknown
 - D. freedom
- _____ 2. I admire the logical organization and progression of ideas in Lucia's coherent essay.
- A. clear and sensible
 - B. neat and professional
 - C. daring and unconventional
 - D. long and complex
- _____ 3. Some people say a black cat crossing your path is a portent of bad luck.
- A. omen
 - B. cause
 - C. danger
 - D. carrier
- _____ 4. Fred's bad mood was as ominous as a thundercloud ready to let loose.
- A. forgiving
 - B. threatening
 - C. powerful
 - D. annoying
- _____ 5. Gordy made a snide remark, but Rosie had a clever retort.
- A. brilliant excuse
 - B. urgent appointment
 - C. witty reply
 - D. angry comeback

ANSWERING CONSTRUCTED-RESPONSE QUESTIONS

In addition to multiple-choice questions, many standardized tests, including the Ohio Graduation Test (OGT), include constructed-response questions that require you to write answers in the test booklet.

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 "One of Grandma Selma's Stories" from page 792 of your textbook.

Test-Taking Skills**Practice Worksheets****EXAMPLE**

Explain why Bennijack throws his harpoon. Use two details from the passage to support your explanation.

Because *explain* means “clarify or interpret an event or concept,” you know you must clarify and interpret Bennijack’s feelings as he noted the airplane and decided to attack it. You should use details from the passage to support your interpretation. Read the following successful response to this prompt.

EXAMPLE

Bennijack throws his harpoon at the airplane because he views the source of such a loud noise as an intruder and a threat to his world. The people of this area, including Bennijack, are confused by the sound of the airplane because they have never heard one before. The sound of the engine is described as a “new tone.” When Bennijack realizes that the unfamiliar and threatening sound is coming from a growing speck in the sky, he views it as an “intrusion into all that he knew.” By harpooning it, he is attempting to defend his way of life.

Notice that this response not only explains what is going on in Bennijack’s head—he feels his world threatened by the source of the noise—but also includes direct quotations from the story showing that the sound is new to the area and that it is viewed as an intrusion. These quotations are the two 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

Turn to page 612 and read “A Smart Cookie” by Sandra Cisneros. Then answer the constructed-response questions below.

- 1. Identify how shame affects Esperanza’s mother now. Use two details from the passage to support your answer.

- 2. Explain how author Sandra Cisneros uses characterization techniques to convey to the reader what kind of person Esperanza’s mother is.

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.

“Aztec Myth: ‘Popocatépetl and Ixtacihuatl’”

- 1 “Popocatépetl and Ixtacihuatl” is an Aztec myth. A myth is a story that explains objects or events in the natural world as resulting from the action of some supernatural force or entity, most often a god.
- 2 “Popocatépetl and Ixtacihuatl” takes place in and around the Aztec capital of Tenochtitlan. In this myth, an aging emperor is preparing his only daughter, Ixtacihuatl, to rule after his death. Trusting only his heir to succeed him on the throne, the Emperor forbids her to marry her lover Popocatépetl, displaying a shortsightedness that causes many of his subjects to doubt his wisdom. The Emperor focuses so much of his attention on educating his daughter that he neglects matters of state, and people begin to consider the empire to be weak. Soon, enemy tribes mount an attack on the Emperor’s domain. Finally, the Emperor issues the following challenge: The warrior who can lead the Emperor’s forces to a victory over their enemies will be allowed to marry Ixtacihuatl and rule alongside her. The warriors go forth, and, after a long and bloody battle, vanquish their enemies. All recognize that Popocatépetl was responsible for the victory and predict a happy future for Popocatépetl and Ixtacihuatl. Read the following retelling of the rest of the myth to see how these plans go awry:

“Popocatépetl and Ixtacihuatl”

- 3 But a few of those warriors were jealous of Popo. Since they knew none of them could rightly claim the victory for himself (the decision among the Emperor’s fighting men that Popo was responsible for the victory had been unanimous), they wanted to spoil for him and for Ixta the delights which the Emperor had promised. These few men slipped away from the rest at night and made their way to Tenochtitlan ahead of all the others. They reached the capital two days later, having traveled without sleep all the way, and quickly let it be known that, although the Emperor’s warriors had been successful against his enemies, the warrior Popo had been killed in battle.
- 4 It was a foolish and cruel lie which those warriors told their Emperor, and they told it for no reason other than that they were jealous of Popo.
- 5 When the Emperor heard this, he demanded that Popo’s body be brought to him so that he might arrange a fitting burial. He knew the man his daughter had loved would have died courageously. The jealous warriors looked at one another and said nothing. Then one of them told the Emperor that Popo had been killed on the edge of Lake Texcoco and that his

Practice Tests**OGT Practice, Grade 10**

body had fallen into the water and no man had been able to retrieve it. The Emperor was saddened to hear this.

- 6 After a little while, he demanded to be told which of his warriors had been responsible for the victory; but none of the fighting men before him dared claim the successful outcome of the war for himself, for each knew the others would refute him. So they were silent. This puzzled the Emperor, and he decided to wait for the main body of his warriors to return and not to press the few who had brought the news of the victory and of Popo's death.
- 7 Then the Emperor sent for his wife and his daughter and told them their enemies had been overcome. The Empress was thoroughly excited and relieved at the news. Ixta was only apprehensive. The Emperor, seeing her anxious face, told her quickly that Popo was dead. He went on to say that the warrior's body had been lost in the waters of Lake Texcoco; and again it was as though his wisdom had left him, for he spoke at some length of his not yet being able to tell Ixta who her husband would be and who would become Emperor when the main body of warriors returned to Tenochtitlan.
- 8 But Ixta heard nothing of what he told her, only that her beloved Popo was dead. She went to her room and lay down. Her mother followed her and saw at once she was very ill. Witch doctors were sent for, but they could not help the princess, and neither could her parents. Her illness had no name, unless it was the illness of a broken heart. Princess Ixtacihuatl did not wish to live if Popocatépetl was dead, and so she died herself.
- 9 The day after her death, Popo returned to Tenochtitlan with all the other surviving warriors. They went straight to the palace and, with much cheering, told the Emperor that his enemies had been routed and that Popo was the undoubted victor of the conflict.
- 10 The Emperor praised his warriors and pronounced Popo to be the new Emperor in his place. When the young man asked first to see Ixta, begging that they should be married at once before being jointly proclaimed Emperor and Empress, the Emperor had to tell Popo of Ixta's death and how it had happened.
- 11 Popo spoke not a word.
- 12 He gestured the assembled warriors to follow him, and together they sought out the few jealous men who had given the false news of his death to the Emperor. With the army of warriors watching, Popo killed each one of them in single combat with his obsidian studded club. No one tried to stop him.
- 13 That task accomplished, Popo returned to the palace and, still without speaking and still wearing his stiff cotton armor, went to Ixta's room. He gently lifted her body and carried it out of the palace and out of the city, and no one tried to stop him doing that either. All the warriors followed him in silence.
- 14 When he had walked some miles, he gestured to them again, and they built a huge pile of stones in the shape of a pyramid. They all worked together and they worked fast, while Popo

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stood and watched, holding the body of the princess in his arms. By sunset the mighty edifice was finished. Popo climbed it alone, carrying Ixta's corpse with him. There, at the very top, under the heap of stones, he buried the young woman he had loved so well and for so long and who had died for the love of him.

- 15 That night Popo slept alone at the top of the pyramid by Ixta's grave. In the morning he came down and spoke for the first time since the Emperor had told him the princess was dead. He told the warriors to build another pyramid, a little to the southeast of the one which held Ixta's body, and to build it higher than the other.
- 16 He told them, too, to tell the Emperor on his behalf that he, Popocatépetl, would never reign and rule in Tenochtitlan. He would keep watch over the grave of the Princess Ixtacihuatl for the rest of his life.
- 17 The messages to the Emperor were the last words Popo ever spoke. Well before the evening, the second mighty pile of stones was built. Popo climbed it and stood at the top, taking a torch of resinous pine wood with him.
- 18 And when he reached the top, he lit the torch, and the warriors below saw the white smoke rise against the blue sky; and they watched as the sun began to set, and the smoke turned pink and then a deep red, the color of blood.
- 19 So Popocatépetl stood there, holding the torch of memory of Ixtacihuatl, for the rest of his days.
- 20 The snows came, and, as the years went by, the pyramids of stone became high, white-capped mountains. Even now the one called Popocatépetl emits smoke in memory of the princess whose body lies in the mountain which bears her name.

Retold by Julie Piggott

1. In this selection, the word *vanquish* (in paragraph 2) means
 - A. vanish
 - B. defeat
 - C. succumb to
 - D. release
2. What did Popocatépetl do to express his grief at Ixtacihuatl's death?
 - A. He turned her burial mound into a mountain.
 - B. He ruled the empire in her name.
 - C. He killed himself.
 - D. He overthrew the emperor and his men.
3. This myth would BEST support an argument that
 - A. Popocatépetl was an important figure in Aztec history
 - B. the Aztecs worshipped the two mountains, Popocatépetl and Ixtacihuatl
 - C. women were viewed as incompetent and unpredictable in Aztec society
 - D. the Aztecs recognized romantic love as a significant force

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- 4. Which of the following is probably the Emperor’s BIGGEST mistake?
 - A. making Tenochtitlan the capital city
 - B. arranging for the most valiant warrior to marry his daughter
 - C. neglecting his own rule in order to prepare his daughter to rule
 - D. speaking at length about Ixta’s future husband

- 5. This text could best be described as a
 - A. work in the oral tradition
 - B. short story
 - C. poem
 - D. article

- 6. If you were researching the Aztec idea of wise leadership, which of the following quotations would be most useful to you?
 - A. Since they knew none of them could rightly claim the victory for himself (the decision among the Emperor’s fighting men that Popo was responsible for the victory had been unanimous), they wanted to spoil for him and for Ixta the delights which the Emperor had promised.
 - B. In this myth, an aging emperor is preparing his only daughter, Ixtacihuatl, to rule after his death.
 - C. Then the Emperor sent for his wife and his daughter and told them their enemies had been overcome.
 - D. Trusting only his heir, the king forbids her to marry her lover Popocatépetl, displaying a shortsightedness that causes many of his subjects to doubt his wisdom.

- 7. A myth explains some natural phenomenon by attributing a supernatural cause for that phenomenon. Explain how “Popocatépetl and Ixtacihuatl” fits this definition.

- 8. The tone of this myth could best be described as
 - A. lighthearted
 - B. spiritual
 - C. tragic
 - D. comic

- 9. Who is the most to blame for the fate of the two lovers? Use examples from the passage to explain why you think this person is responsible.

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.

“Musical Adaptation of the *Kalevala* Presented at Guthrie Theater Lab”



Ruth MacKenzie and cast in *Kalevala*:
Dream of the Salmon Maiden. Photo by Ann Marsden.

- 1 In June of 1998 the Frank Theatre, the Guthrie Theater, and the Walker Art Center presented *Kalevala: Dream of the Salmon Maiden*, a musical adaptation of the *Kalevala* on the Guthrie Lab stage in Minneapolis, Minnesota. The production was written, composed, and adapted by Ruth MacKenzie, a singer, writer, and actor who has explored many creative and performing arenas.
- 2 “The first time I heard the vocal sounds of Finland and Sweden, I was hooked. I wanted to house these sounds within my own body,” MacKenzie said. In 1994, she studied in Finland and Sweden, as well as working at home experimenting with vocal sounds and “driving my dog nuts. As I learned more about these singing traditions, I wanted to put the songs within the context of a story because in the Finno-Ugrian tradition the singer is the storyteller. The singer is the magician.”
- 3 In the musical production, three vocalists sing the story of Aino from the *Kalevala*, as it is dramatized by interpretive dancers. MacKenzie interprets the story as “honoring the untamable within each of us.” In this section of the *Kalevala* the young maiden Aino eludes the advances of Väinämöinen, a 900-year-old magician, by transforming herself into a salmon in search of her own truth. MacKenzie decided on this story because she felt it resonated with her own path. “Just as Aino, I was going about my business when fate intervened (a

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concert in Kaustinen, Finland), setting me on a path that has been unpredictable and transformative.”

- 4 The production was directed by Wendy Knox and choreographed by Wynn Fricke. The presentation included *kulning* (a high-pitched Swedish song for calling animals), Ingrian Choral work, *Itku Virsi* (crying hymns), and *tralling* (Swedish cat singing). In order to communicate the story of Aino, MacKenzie decided to sing in both Finnish and English. She used traditional Finnish and Swedish melodies and created new melodies inspired by the tradition. MacKenzie integrated Finnish text with English text so that audiences could hear the original language as well as the poetry that is part of this tradition. “I’ve taken the original Kalevala text and interwoven poems from other Finno-Ugrian song lyric sources to broaden the emotional and metaphysical landscape from which the story is told. But truly at the heart of this work is the voice, the untamed voice.”
- 5 MacKenzie received a 1995 Fellowship grant from the Minnesota State Arts Board for her performance work of Scandinavian and Finno-Ugrian singing styles, a 1996 Diverse Visions Grant from Intermedia Arts, and a 1994 Jerome Foundation Travel/Study grant. She was awarded Artist of the Year in 1997 by both the Minneapolis Star Tribune and City Pages newspapers for her production of *Kalevala, Dream of the Salmon Maiden*. A compact disk recording of the performance is also available from Omnium. For more information and to listen to the audio recording visit the website at <http://www.omnium.com/kalevala/>.

- | | |
|---|---|
| <p>1. What is the meaning of the word <i>house</i> as used in this sentence?</p> <p>I wanted to house these sounds within my own body.</p> <p>A. dwelling C. governing body
B. contain D. make</p> | <p>3. Which of the following details would be MOST important to include when summarizing this selection for someone who might want to attend the performance?</p> <p>A. The production was sponsored by the Frank Theater, the Guthrie Theater, and the Walker Art Center.
B. Three vocalists sing while dancers interpret the storyline.
C. Mackenzie studied in Finland and Sweden in 1994.
D. Mackenzie is a singer, a writer, and an actor.</p> |
| <p>2. When Mackenzie says that, in the Finno-Ugrian tradition, the singer is a magician, she means that</p> <p>A. the singer performs magic tricks while singing
B. the performance of a Finnish singer is magical
C. stories of magical events are common in Finland
D. the singer has a unique ability to bring a story to life</p> | <p>4. The author MOST LIKELY wrote this article to</p> <p>A. explain Ruth Mackenzie’s background and interests
B. fulfill a course requirement
C. encourage readers to go to the production
D. entertain readers with the story of the <i>Kalevala</i></p> |

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5. Judging by this article, Finnish and Swedish singing are MOST LIKELY
- A. rapid and harmonic
 - B. urgent and powerful
 - C. rap-like and controversial
 - D. high-pitched and mournful

6. Explain why Ruth Mackenzie wanted to produce the *Kalevala*.

SCORING GUIDE

PREPARING FOR TESTS

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

ANSWERING MULTIPLE-CHOICE QUESTIONS

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

ANSWERING READING COMPREHENSION QUESTIONS

1. Answer: C; Standard: Acquisition of Vocabulary
2. Answer: D; Standard: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies
3. Answer: B; Standard: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies
4. *Responses will vary; a sample response follows.*
Chief Seattle believes that revenge only causes loss and has no benefits, while young people often think it is glorious and a benefit. Chief Seattle says, "Revenge by young men is considered a gain, even at the cost of their own lives." He adds that old men, like himself, "know better."
Standard: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies
5. *Responses will vary; a sample response follows.*
Chief Seattle is resigned toward the decline of his people. He speaks with sadness of the past when his people covered the land, calling it a "mournful memory," but he also says he does not "dwell on, nor mourn over [their] untimely decay." He recognizes the decline, but accepts it; thus he is resigned.
Standard: Literary Text

MAKING INFERENCES

1. Answer: C; Standard: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies
2. Answer: A; Standard: Literary Text
3. Answer: D; Standard: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies
4. *Responses will vary; a sample response follows.*
Nuttel leaves so quickly because he is frightened. Vera has told him that her aunt's husband and brothers never returned from a hunting trip and that the window is left open for them. She describes how they went out and says sometimes she almost feels they will come in through the window. When Nuttel looks out the window and sees the scene she has described, he thinks he is seeing ghosts. Vera's aunt's comment, "One would think he had seen a ghost" is ironic because she doesn't know the story Vera told Nuttel.
Standard: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies
5. *Responses will vary; a sample response follows.*
Nuttel does not like social situations in general and they are probably often difficult for him. His sister gave him letters of introduction because she did not think he would meet people otherwise. He questions whether meeting a bunch of new people will be calming. In addition, he has trouble because Vera does not follow social conventions in the stories she tells. While they amuse her, they put her guest, Nuttel at a disadvantage because he does not know they are untrue.
Standard: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

FINDING THE MAIN IDEA OR THEME

1. Answer: A; Standard: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies
2. Answer: B; Standard: Literary Text

USING CONTEXT CLUES

1. Answer: C; Standard: Acquisition of Vocabulary
2. Answer: A; Standard: Acquisition of Vocabulary

- 3. Answer: A; Standard: Acquisition of Vocabulary
- 4. Answer: B; Standard: Acquisition of Vocabulary
- 5. Answer: C; Standard: Acquisition of Vocabulary

ANSWERING CONSTRUCTED-RESPONSE QUESTIONS

- 1. *Responses will vary; a sample response follows.* In school, Esperanza’s mother was ashamed because she didn’t have nice clothes. As a result, she quit school. That decision has ended up causing her more shame because she did not realize her potential. It is clear that she is dissatisfied with her life. She sighs and repeats several times that she could have been somebody. Shame affects her life because she did not become all that she should have become.
Standard: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies
- 2. *Responses will vary; a sample response follows.* Sandra Cisneros uses several characterization techniques to reveal Esperanza’s mother as a disappointed woman.
Cisneros reveals this character through what the character says. Esperanza’s mother repeats twice that she “could’ve been somebody.” This shows that she is unhappy that did not become all that she could be. She also gently criticizes her friends who have relied on husbands rather than taking care of themselves; she compares them to Madame Butterfly, who depended on a man who cheated on her. She calls Madame Butterfly a fool. Finally, she gently makes fun of herself by calling herself “a smart cookie.” She seems to be saying that, if she was really so smart, she would have stayed in school. She views herself, too, as a fool.
Cisneros also reveals this character through what Esperanza tells us about her: that she can speak two languages, sing opera, and fix a TV, but not figure out the subway system. These details confirm that the mother is very smart but not good at certain practical things.
Many details in this passage contribute to an image of the mother as an intelligent but unhappy person.
Standard: Literary Text

UNIT 1 TEST

READING

- 1. Answer: B; Standard: Acquisition of Vocabulary

- 2. Answer: C; Standard: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies
- 3. Answer: D; Standard: Informational, Technical, and Persuasive Text
- 4. Answer: C; Standard: Literary Text
- 5. Answer: A; Standard: Literary Text
- 6. Answer: D; Standard: Informational, Technical, and Persuasive Text
- 7. *Responses will vary; a sample response follows.* “Popocatepetl and Ixtacihuatl” is a myth because it explains the existence of two mountains near Tenochtitlan. The myth suggests that these mountains are really the burial mounds of the two lovers.
Standard: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies
- 8. Answer: C; Standard: Literary Text
- 9. *Responses will vary; a sample response follows.* The Emperor is responsible for the tragedy. He loses sight of his responsibilities as a leader because he is so focused on preparing his daughter for her rule. Word gets out that the empire has no strong leader, and enemies attack. Had this never happened, the jealous soldiers would never had had reason to lie about Popo’s death, and Ixta would not have killed herself and precipitated Popo’s death.
Also, the Emperor exercises poor judgment in refusing to let Ixta and Popo marry. he is trying to hard to control things, and as a result, he brings about a tragedy.
Standard: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

UNIT 2 TEST

READING

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

6. *Responses will vary; a sample response follows.* Ruth Mackenzie wanted to combine a story that had personal meaning with a music style that she loved. Mackenzie got “hooked” on the vocal sounds of Finland and Sweden, and since the singer is traditionally a storyteller in these cultures, she wanted to put her songs into the context of a story. She chose a section of the *Kalevala* that “resonated with her own path.” Standard: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

UNIT 3 TEST

READING

1. Answer: D; Standard: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies
2. Answer: C; Standard: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies
3. Answer: D; Standard: Literary Text
4. Answer: C; Standard: Literary Text
5. Answer: D; Standard: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies
6. *Responses will vary; a sample response follows.* The author includes several details to show that the woman is poor. She had no dowry, nor can she buy jewels or new dresses. While she detests the shabbiness of her apartment and furniture, she can’t get the fancy things she feels she deserves. Standard: Literary Text
7. Answer: C; Standard: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies
8. Answer: D; Standard: Literary Text
9. Answer: C; Standard: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

UNIT 4 TEST

READING

1. Answer: B; Standard: Acquisition of Vocabulary
2. Answer: B; Standard: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies
3. *Responses will vary; a sample response follows.* In his final speech, Murellus basically accuses the commoners of being hypocrites or traitors for

supporting Cæsar’s defeat of Pompey’s relatives. He asks them whether they have shouted support for Pompey in the past and implies that they have. He wonders how they can then come out to support Cæsar’s victory over the sons of the man they once adored. This explains why he and Flavius have given the commoners such a hard time throughout the scene. They must have known from their clothing that the cobbler and carpenter were going to welcome Cæsar, and they didn’t agree that Cæsar should be cheered.

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

4. Answer: A; Standard: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies
5. Answer: C; Standard: Literary Text
6. Answer: A; Standard: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies
7. *Responses will vary; a sample response follows.* The main conflict is a disagreement between Flavius and Murellus, on the one hand, and the commoners, on the other, regarding Cæsar’s actions. The cobbler, speaking for himself and other commoners with him, says they are taking the day off “to see Cæsar, and to rejoice in his triumph.” This shows they approve of Cæsar’s actions and celebrate them. Murellus says they should not rejoice in Pompey’s defeat; that their actions show ingratitude. Flavius tells them to weep rather than rejoice. Standard: Literary Text

UNIT 5 TEST

READING

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