

# Ohio's State Tests

**PRACTICE TEST**

**GRADE 6  
ENGLISH LANGUAGE ARTS**

**Student Name**

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## Directions:

Today you will be taking the Ohio Grade 6 English Language Arts Practice Assessment.

There are several important things to remember:

1. Read each question carefully. Think about what is being asked. Look carefully at graphs or diagrams because they will help you understand the question. Then, choose or write the answer you think is best in your Answer Document.
2. Use only a #2 pencil to answer questions on this test.
3. For questions with bubbled responses, choose the correct answer and then fill in the circle with the appropriate letter in your Answer Document. Make sure the number of the question in this Student Test Booklet matches the number in your Answer Document. If you change your answer, make sure you erase your old answer completely. Do not cross out or make any marks on the other choices.
4. For questions with response boxes, write your answer neatly, clearly and only in the space provided in your Answer Document. Any responses written in your Student Test Booklet will not be scored. Make sure the number of the question in this Student Test Booklet matches the number in your Answer Document.
5. If you do not know the answer to a question, skip it and go on to the next question. If you have time, go back to the questions you skipped and try to answer them before turning in your Student Test Booklet and Answer Document.
6. Check over your work when you are finished.

*In this excerpt from “Beauty and the Beast,” the Beast allows his captive Beauty to visit her family for a short while. After staying with her family past the time limit, Beauty returns to find the castle and its grounds empty.*

### **Beauty and the Beast**

edited by Andrew Lang

- 1 So everything went on for a long time, until at last, happy as she was, Beauty began to long for the sight of her father and her brothers and sisters; and one night, seeing her look very sad, the Beast asked her what was the matter. Beauty had quite ceased to be afraid of him. Now she knew that he was really gentle in spite of his ferocious looks and his dreadful voice. So she answered that she was longing to see her home once more. Upon hearing this the Beast seemed sadly distressed, and cried miserably.
- 2 “Ah! Beauty, have you the heart to desert an unhappy Beast like this? What more do you want to make you happy? Is it because you hate me that you want to escape?”
- 3 “No, dear Beast,” answered Beauty softly, “I do not hate you, and I should be very sorry never to see you any more, but I long to see my father again. Only let me go for two months, and I promise to come back to you and stay for the rest of my life.”
- 4 The Beast, who had been sighing dolefully while she spoke, now replied:
- 5 “I cannot refuse you anything you ask, even though it should cost me my life. Take the four boxes you will find in the room next to your own, and fill them with everything you wish to take with you. But remember your promise and come back when the two months are over, or you may have cause to repent it, for if you do not come in good time you will find your faithful Beast dead. You will not need any chariot to bring you back. Only say good-bye to all your brothers and sisters the night before you come away, and when you have gone to bed turn this ring round upon your finger and say firmly: ‘I wish to go back to my palace and see my Beast again.’ Good-night, Beauty. Fear nothing, sleep peacefully, and before long you shall see your father once more.”

...



6 Then her sisters seemed to have got quite used to being without her, and even found her rather in the way, so she would not have been sorry when the two months were over but for her father and brothers, who begged her to stay, and seemed so grieved at the thought of her departure that she had not the courage to say good-by to them. Every day when she got up she meant to say it at night, and when night came she put it off again, until at last she had a dismal dream which helped her to make up her mind.

...

7 Beauty was so terrified by this dream that the next morning she announced her intention of going back at once, and that very night she said good-by to her father and all her brothers and sisters, and as soon as she was in bed she turned her ring round upon her finger, and said firmly, "I wish to go back to my palace and see my Beast again," as she had been told to do.

8 Then she fell asleep instantly, and only woke up to hear the clock saying "Beauty, Beauty" twelve times in its musical voice, which told her at once that she was really in the palace once more. Everything was just as before, and her birds were so glad to see her! But Beauty thought she had never known such a long day, for she was so anxious to see the Beast again that she felt as if supertime would never come.

9 But when it did come and no Beast appeared she was really frightened; so, after listening and waiting for a long time, she ran down into the garden to search for him.

10 Up and down the paths and avenues ran poor Beauty, calling him in vain, for no one answered, and not a trace of him could she find; until at last, quite tired, she stopped for a minute's rest, and saw that she was standing opposite the shady path she had seen in her dream. She rushed down it, and, sure enough, there was the cave, and in it lay the Beast—asleep, as Beauty thought. Quite glad to have found him, she ran up and stroked his head, but, to her horror, he did not move or open his eyes.

11 "Oh! he is dead; and it is all my fault," said Beauty, crying bitterly.



## Grade 6 English Language Arts—Part 1

- 12 But then, looking at him again, she fancied he still breathed, and, hastily fetching some water from the nearest fountain, she sprinkled it over his face, and, to her great delight, he began to revive.
- 13 “Oh! Beast, how you frightened me!” she cried. “I never knew how much I loved you until just now, when I feared I was too late to save your life.”
- 14 “Can you really love such an ugly creature as I am?” said the Beast faintly. “Ah! Beauty, you only came just in time. I was dying because I thought you had forgotten your promise. But go back now and rest, I shall see you again by and by.”
- 15 Beauty, who had half expected that he would be angry with her, was reassured by his gentle voice, and went back to the palace, where supper was awaiting her; and afterward the Beast came in as usual, and talked about the time she had spent with her father, asking if she had enjoyed herself, and if they had all been very glad to see her.
- 16 Beauty answered politely, and quite enjoyed telling him all that had happened to her. And when at last the time came for him to go, and he asked, as he had so often asked before, “Beauty, will you marry me?”
- 17 She answered softly, “Yes, dear Beast.”
- 18 As she spoke a blaze of light sprang up before the windows of the palace; fireworks crackled . . . , and across the avenue of orange trees, in letters all made of fire-flies, was written: “Long live the Prince and his Bride.”
- 19 Turning to ask the Beast what it could all mean, Beauty found that he had disappeared, and in his place stood her long-loved Prince!

Excerpt from “Beauty and the Beast” from *The Blue Fairy Book*, edited by Andrew Lang. In the public domain.

1. This question has two parts. In the **Answer Document**, first, answer Part A. Then, answer Part B.

**Part A**

Based on the context of paragraph 10, what is the meaning of the phrase calling him in vain?

- A. calling loudly
- B. calling self-centeredly
- C. calling soft-spokenly
- D. calling unsuccessfully

**Part B**

Select the phrase that supports the meaning selected in Part A.

“Up and down the paths and avenues ran poor Beauty, calling him in vain, for no one answered, and not a trace of him could she find; until at last, quite tired, she stopped for a minute’s rest, and saw that she was standing opposite the shady path she had seen in her dream.” (paragraph 10)

- A. “Up and down the paths and avenues ran poor Beauty,
- B. for no one answered,
- C. and not a trace of him could she find;
- D. until at last, quite tired, she stopped for a minute’s rest,
- E. and saw that she was standing opposite the shady path she had seen in her dream.”





## Grade 6 English Language Arts—Part 1

2. In the **Answer Document**, select **two** quotations from the passage that show that the Beast acts courteously toward Beauty.
- A. “Up and down the paths and avenues ran poor Beauty, calling him in vain, for no one answered, and not a trace of him could she find . . .” (paragraph 10)
  - B. “I never knew how much I loved you until just now, when I feared I was too late to save your life.” (paragraph 13)
  - C. “I was dying because I thought you had forgotten your promise.” (paragraph 14)
  - D. “But go back now and rest, I shall see you again by and by.” (paragraph 14)
  - E. “. . . and afterward the Beast came in as usual, and talked about the time she had spent with her father, asking if she had enjoyed herself, and if they had all been very glad to see her.” (paragraph 15)
  - F. “Turning to ask the Beast what it could all mean, Beauty found that he had disappeared, and in his place stood her long-loved Prince!” (paragraph 19)
3. How does paragraph 19 contribute to the overall passage?
- A. It shows the results of Beauty's true love.
  - B. It reverses one of Beauty's earlier decisions.
  - C. It builds mystery about where the Beast goes.
  - D. It introduces a character to compete with the Beast.



4. How are the phrases “reassured by his gentle voice” and “came in as usual” important in paragraph 15?
- A. They suggest the Beast’s attempt to deceive Beauty.
  - B. They emphasize Beauty’s feeling of isolation at the palace.
  - C. They introduce the Beast’s point of view for the first time in the passage.
  - D. They develop a sense of routine in the relationship between Beauty and the Beast.

5. Why is Beauty’s encounter with the Beast in the cave significant?

- A. She remembers to be fearful of the Beast.
- B. She realizes the Beast will die without her.
- C. She realizes how much she loves the Beast.
- D. She understands how bad captivity is for the Beast.

6. Read paragraph 18.

18 As she spoke a blaze of light sprang up before the windows of the palace; fireworks crackled . . . , and across the avenue of orange trees, in letters all made of fire-flies, was written: “Long live the Prince and his Bride.”

How does this paragraph contribute to the development of the setting?

- A. by showing it is thrilling and elaborate
- B. by showing it is vast and unpopulated
- C. by showing it is a dangerous location
- D. by showing it is a stage like a play



## Grade 6 English Language Arts—Part 1

7. This question has two parts. In the **Answer Document**, first, answer Part A. Then, answer Part B.

### Part A

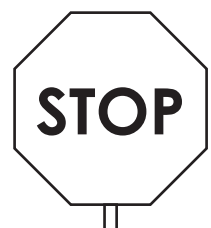
What is the theme of the passage?

- A. It is comforting to be welcomed.
- B. It can be difficult to adjust to change.
- C. Love helps people look past appearances.
- D. Unhappiness can be caused by people putting off decisions.

### Part B

Which detail from the passage develops the theme in Part A?

- A. “Now she knew that he was really gentle in spite of his ferocious looks and his dreadful voice.” (paragraph 1)
- B. “Then her sisters seemed to have got quite used to being without her, and even found her rather in the way . . .” (paragraph 6)
- C. “Every day when she got up she meant to say it at night, and when night came she put it off again . . .” (paragraph 6)
- D. “Everything was just as before, and her birds were so glad to see her!” (paragraph 8)



Do not go on

Do not go on

Do not go on

**Passage 1: The First American Superstar: The Sousa Band**

by the Library of Congress

- 1 In 1892, John Philip Sousa was 35 years old. He had been the leader of the U.S. Marine Band for 12 years and was ready to do something different. On July 30, 1892, he resigned from the Marine Corps to start his own band. But what kind of band would it be?
- 2 Sousa thought about the kinds of bands that were popular at the time: brass bands, military bands . . . and symphony orchestras. Then he combined all the things he liked about each type to form his new band, the Sousa Band. One newspaper called it “a military orchestra” because it had the instruments of a military band, but could sound like a symphony orchestra. It took a few months for the Sousa Band to get rolling, but once it did, the band stayed popular for almost 40 years. Year after year they played for sold-out crowds all over America, and, later, all over the world.
- 3 As the leader of the Sousa Band, Sousa was very busy. He chose the music for each concert. Because the band was made up of a unique combination of instruments, Sousa had to adapt the written music for each song to the musicians in his band. Sousa also helped make managerial decisions, including the design of the band's uniform and which towns they would visit on tour.
- 4 Most important, Sousa was the band's conductor. A band conductor, like a symphony conductor, is on stage with the musicians. The conductor interprets how the music will be played. During a performance, he tells the band how to play by moving his body and baton. Since it can be hard for the musicians to hear each other play, the conductor also sets the tempo (speed of playing) and makes sure all the musicians play together. Some conductors are very dramatic and emotional, but not Sousa. His movements were energetic, but controlled and efficient. When he moved, his band responded. With a small wave of his baton, Sousa could command a very loud roar or absolute silence.
- 5 With its popular reputation and good wages, the Sousa Band was able to recruit<sup>1</sup> some of the best musicians around.

<sup>1</sup>recruit: to get to join



- 6 For 39 years, this large group toured the country by train. A Sousa Band tour would last for many months, often with several performances each day and only a few days off for travel between cities. The band traveled to every corner of the United States and did several European tours and one world tour. Together they traveled more than 1 million miles, and they still managed to find the time for other fun. The band had its own baseball team, and Sousa was the pitcher. They played against local baseball teams and those of rival bands. Sousa even wrote a march song about baseball called “The National Game.”
- 7 During his prime, Sousa was one of the best-known musicians in the world. Many consider him to be the first American superstar. He and his band had fans in every American town, as well as overseas. When the Sousa Band started touring, people didn’t have radios or televisions. Some members of their audience had seen smaller bands or played music at home with their families, but a Sousa Band performance was their first exposure to classical music and professional musicians. It was also their chance to see a famous composer. Sousa’s marches, from his dance hit *The Washington Post* to his patriotic march *The Stars and Stripes Forever*, were wildly popular. And people loved hearing them played by the actual composer and his band. Many towns declared it “Sousa Day” when the band came to town.
- 8 The Sousa Band was an ideal band for their time. As a newspaper reviewer wrote, “A concert by Sousa’s Band is more than a mere concert, it is a dramatic performance, a stirring lesson in patriotism, and a popular musical event, all on the same program.”

Excerpt from “The First American Superstar: The Sousa Band” by the Library of Congress. In the public domain.





Passage 2: Mr. John Philip Sousa and Family

by *The Sketch*

The following is an excerpt from a 1902 interview with John Philip Sousa.

9 “How did I come to start my band? Well, when I was about twenty-four years of age, I was appointed Director of the Marine Band at Washington. After I had been there for ten or eleven years, I attracted the attention of several gentlemen interested in music, who formed themselves into a syndicate<sup>1</sup> and made me an offer to leave Washington and start the new band. I did so, and it was a success from the first. Many people who had money in the concern<sup>2</sup> were bought out by one man who subsequently had sole control until his death some ten years ago. Since then I have run the band myself, with the assistance of a very capable Manager.

10 “How many marches have I written? That is a colossal task for my memory. From the time I first began to write marches, I don’t suppose I have written less than a hundred. Many of my marches have never been published, for the manuscripts have been lost, and I dare say some of them I should fail to recognise.”

...

11 “I have written six operas . . . . Before I was known to the public I had a wild enthusiasm to write an oratorio.<sup>3</sup> I selected my words from the Bible and started it, and maybe one of these days I shall complete it. At present it still remains in fragmentary form. Then I have written a large number of Suites, waltzes, songs, and miscellaneous pieces. My most popular march is ‘The Stars and Stripes.’<sup>4</sup> ‘The Washington Post’ is what I call the landmark of my marches, for it was the first composition of its kind by which I met with success and also the first to cross the ocean.”

...

<sup>1</sup>syndicate: a group of individuals making a joint effort

<sup>2</sup>concern: an establishment for business

<sup>3</sup>oratorio: a large, extended musical composition that tells a story through instruments and voices only

<sup>4</sup>“The Stars and Stripes”: full title known as “The Stars and Stripes Forever”



12 “My first opera . . . was not a success. Then, I wrote in 1884 ‘Desiré,’ but the public, for some reason which at the time I failed to understand, refused to let that live also. I tried to argue the point with them, but didn’t succeed in bringing them round to my way of thinking, though afterwards I came to see that they were pretty near the mark. My third opera was ‘El Capitan,’ which was also my first great success. . . . I am under contract to write another opera just as soon as I can. It is only during the summer months that I have any opportunity for composition. From the 1st June to the 1st October I am stationary with my band at Manhattan Beach, and my hours are pretty regular, so I can devote a certain part of the day to my operas. I never play my compositions until they are complete. I scribble down on any old scraps of paper hieroglyphics which are intelligible only to myself. After I have once thought out an idea, then I write very rapidly.”

Excerpt from “Mr. John Philip Sousa and Family” by *The Sketch*. In the public domain.

1. Why does Passage 1 include a description of a baseball team in paragraph 6?
  - A. to explain how Sousa wrote his most popular marches
  - B. to show that Sousa was talented in other areas beside music
  - C. to show that the Sousa Band made time for fun when not working
  - D. to explain how the Sousa Band spread American culture to the world



## Grade 6 English Language Arts—Part 2

2. This question has two parts. In the **Answer Document**, first, answer Part A. Then, answer Part B.

### Part A

Read the sentences from paragraph 7.

“During his prime, Sousa was one of the best-known musicians in the world. Many consider him to be the first American superstar.”

How does the author support the idea that Sousa was a superstar throughout Passage 1?

- A. by listing all of Sousa’s hard work and varied roles with the band
- B. by telling about different ways that Sousa was inspired to write songs
- C. by describing Sousa’s long career and worldwide travels with the band
- D. by including details about how Sousa created an entirely new kind of band

### Part B

Which excerpt from Passage 1 supports the answer in Part A?

- A. “Then he combined all the things he liked about each type to form his new band, the Sousa Band.” (paragraph 2)
- B. “Year after year they played for sold-out crowds all over America, and, later, all over the world.” (paragraph 2)
- C. “Because the band was made up of a unique combination of instruments, Sousa had to adapt the written music for each song to the musicians in his band.” (paragraph 3)
- D. “Sousa even wrote a march song about baseball called ‘The National Game.’” (paragraph 6)



3. Which sentence from Passage 1 develops the idea that Sousa supported the band outside of his musical role?
- A. “Sousa thought about the kinds of bands that were popular at the time: brass bands, military bands . . . and symphony orchestras.” (paragraph 2)
  - B. “It took a few months for the Sousa Band to get rolling, but once it did, the band stayed popular for almost 40 years.” (paragraph 2)
  - C. “Because the band was made up of a unique combination of instruments, Sousa had to adapt the written music for each song to the musicians in his band.” (paragraph 3)
  - D. “Sousa also helped make managerial decisions, including the design of the band’s uniform and which towns they would visit on tour.” (paragraph 3)
4. According to Passage 1, the Sousa Band offered a new type of musical experience to the public. In the **Answer Document**, select the letter before one sentence from the passage that develops this idea.
- 7  **A** During his prime, Sousa was one of the best-known musicians in the world.  **B** Many consider him to be the first American superstar.  **C** He and his band had fans in every American town, as well as overseas.  **D** When the Sousa Band started touring, people didn’t have radios or televisions.  **E** Some members of their audience had seen smaller bands or played music at home with their families, but a Sousa Band performance was their first exposure to classical music and professional musicians.  **F** It was also their chance to see a famous composer.  **G** Sousa’s marches, from his dance hit *The Washington Post* to his patriotic march *The Stars and Stripes Forever*, were wildly popular.  **H** And people loved hearing them played by the actual composer and his band.  **I** Many towns declared it “Sousa Day” when the band came to town.

## Grade 6 English Language Arts—Part 2

5. The following question has two parts. In the **Answer Document**, first, answer Part A. Then, answer Part B.

### Part A

What is the central idea of Passage 1?

- A. The Sousa Band made patriotism popular.
- B. The Sousa Band brought military music to ordinary people.
- C. John Philip Sousa was an important part of the Sousa Band.
- D. John Philip Sousa's creativity produced a band of lasting popularity.

### Part B

Which sentence from the passage supports the answer in Part A?

- A. "One newspaper called it 'a military orchestra' because it had the instruments of a military band, but could sound like a symphony orchestra." (paragraph 2)
- B. "As the leader of the Sousa Band, Sousa was very busy." (paragraph 3)
- C. "With a small wave of his baton, Sousa could command a very loud roar or absolute silence." (paragraph 4)
- D. "For 39 years, this large group toured the country by train." (paragraph 6)



6. What is the purpose of paragraph 9 in Passage 2?
- A. to address a difficult time in Sousa's career
  - B. to explain how the Sousa band was created
  - C. to show how luck contributed to Sousa's success
  - D. to teach other musicians how to follow in Sousa's footsteps

7. Read the sentences from Passage 2.

“How many marches have I written? That is a colossal task for my memory. From the time I first began to write marches, I don't suppose I have written less than a hundred.” (paragraph 10)

What does the word colossal mean in these sentences?

- A. boring
- B. familiar
- C. flattering
- D. huge



## Grade 6 English Language Arts—Part 2

8. Read these sentences from paragraph 12.

“My first opera . . . was not a success. Then, I wrote in 1884 ‘Desiré,’ but the public, for some reason which at the time I failed to understand, refused to let that live also. I tried to argue the point with them, but didn’t succeed in bringing them round to my way of thinking, though afterwards I came to see that they were pretty near the mark.”

What does Sousa mean when he says that the public’s opinion of his opera “Desiré” was pretty near the mark? (paragraph 12)

- A. Audiences were too harsh in their reviews of the opera.
- B. Audiences were mostly correct in their opinion of the opera.
- C. Audiences were close to the band when they heard the opera.
- D. Audiences were only able to realize the genius of the opera later.

9. In the **Answer Document**, select the boxes to show whether each statement describes Passage 1, Passage 2, or both.

	Passage 1	Both	Passage 2
The passage discusses how the Sousa Band was formed.	A	B	C
The passage includes Sousa’s own thoughts about his career.	D	E	F
The passage explains how Sousa was able to get good musicians to join his band.	G	H	I



### Writing Prompt

10. In your own words, write a multi-paragraph response in which you analyze John Philip Sousa's musical career. Be sure to consider what skills and characteristics helped Sousa become successful. Your response must be based on ideas and information that can be found in the passages.

Manage your time carefully so that you can:

- use your own words to establish and develop your thesis statement;
- use evidence from both passages to support your thesis statement;
- focus on the purpose and audience of the task; and
- use your own words to develop your thesis statement by clarifying the relationship between your ideas and evidence.

Be sure to:

- include an introduction with a clear thesis statement;
- create clear, organized paragraphs that reflect a sense of cohesion;
- edit your response to check the grammar, structure, and mechanics of your sentences; and
- include a conclusion that follows from the ideas you developed.

Write your multi-paragraph response in the space provided in the **Answer Document**.

