LEAP

English Language Arts

2016 Practice Test

Grade 7

DEPARTMENT of EDUCATION
Louisiana Believes

Session 1
Research Simulation Task

Directions:

Today, you will take Session 1 of the Grade 7 English Language Arts Test.

Read each passage and question. Then, follow the directions to answer each question. Mark your answers by completely filling in the circles in your test booklet. Do not make any pencil marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely.

One of the questions will ask you to write a response. Write your response in the space provided in your test booklet. Only responses written within the provided space will be scored.

If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer in this session **ONLY**. Do not go past the stop sign.

GO ON ►

Today you will research the gold rush in the late 1800s. You will read the article "Klondike Gold Rush." Then you will read a passage from *A Woman Who Went to Alaska* and read a transcript from the video *City of Gold*. As you review these sources, you will gather information and answer questions about the authors' points of view and the way they present information so you can write an essay.

Read the article "Klondike Gold Rush." Then answer the questions.

Klondike Gold Rush

Yukon Territory, 1897

1 The Klondike gold rush began in July of 1897 when two ships docked in San Francisco and Seattle carrying miners returning from the Yukon with bags of gold. The press was alerted, and papers carried the story to the masses.

2 Soon, miners of all shapes and sizes, called "stampeders," were on their way to the gold fields. Within six months, approximately 100,000 gold-seekers set off for the Yukon. Only 30,000 completed the trip.

3 Most stampeders knew little or nothing about where they were going, so pamphlets were available to help them on their way. Many of the pamphlets contained little or no real information and made outrageous claims of wealth to be had by everyone. Outfitters sprang up overnight that were happy to sell the stampeders whatever they needed to get started. This included food; clothing; tools; and camping, mining, and transportation equipment. Helping the outfitters in this regard were the Northwest Mounted Police who required all stampeders to have one year's supply of goods before they allowed them across the border into Canada. This was roughly one ton of goods per person. Towns such as Seattle made fortunes outfitting the miners.

4 The easiest and most expensive route to the gold fields was by boat upstream from the mouth of the Yukon in western Alaska. The most difficult route was the "All Canadian Route" from Edmonton and overland through the wilderness.

5 The most common route taken by the stampeders to reach the fields was by boat from the west coast of the continental U.S. to Skagway in Alaska, over the Chilkoot Pass or White Pass to the Yukon River at Whitehorse and then by boat 500 miles to Dawson City.

6 The Chilkoot Pass trail was steep and hazardous. Rising 1,000 feet in the last 1/2 mile, it was known as the "golden staircase": 1,500 steps carved out of snow and ice worked their way to the top of the pass. Too steep for packhorses, stampeders had to "cache" their goods, moving their equipment piecemeal up the mountain. Stampeders who gave up often did it here, discarding their unneeded equipment on the side of the trail.

7 Conditions on the White Pass trail were even more horrendous. Steep, narrow, and slick, over 3,000 pack animals died on the trail, causing it to be dubbed the "dead horse trail."

GO ON ►

8 Those who made it across the passes found themselves at Bennett Lake. Here, boats had to be built to run the final 500 miles down the Yukon River to the gold fields. A three-week trip, the miners had to survive many sets of rapids before making it to Dawson City. Many miners lost their lives or their possessions when their boats broke up in the rapids.

9 Those who survived the perilous journey mostly found disappointment once they reached Dawson City. Locals had already claimed all of the gold-bearing creeks, and claims of "gold for the taking" were grossly exaggerated. Many stampeders headed home, some worked for others on the claims, and still others stayed to work in Dawson City.

10 The work that was necessary to retrieve the gold was incredible. Most of the gold was not at the surface, but rather 10 or more feet below. To reach it, the miners had to dig through the permafrost—the layer of permanently frozen ground. The ground had to be thawed before it could be dug. Then the dirt had to be sluiced to separate it from the gold. All digging had to be done during the summer as it was impossible to dig in the winter when temperatures could reach –60°F. It was incredibly difficult work.

11 The biggest boom to hit this part of the world was a huge bust for the miners. The only ones to strike it rich were the merchants and profiteers who took advantage of those who hoped to "get rich quick."

"Klondike Gold Rush"—Public Domain

GO ON ►

1. **Part A**

What is the meaning of **pamphlets** as it is used in paragraph 3 of "Klondike Gold Rush"?

Ⓐ tokens for miners

Ⓑ stocked wagons

Ⓒ guides for miners

Ⓓ camping kits

Part B

Which detail from paragraph 3 helps the reader understand the meaning of **pamphlets**?

Ⓐ "Most stampeders knew little or nothing about where they were going. . . ."

Ⓑ "This included food; clothing; tools; and camping, mining, and transportation equipment."

Ⓒ "Helping the outfitters in this regard were the Northwest Mounted Police. . . ."

Ⓓ "This was roughly one ton of goods per person."

GO ON ►

2. **Part A**

How does the author **mainly** organize paragraphs 1 and 2 in the article “Klondike Gold Rush”?

Ⓐ chronological order

Ⓑ cause and effect

Ⓒ problem and solution

Ⓓ compare and contrast

Part B

Which description **best** illustrates how the structure in Part A is achieved?

Ⓐ “The Klondike gold rush began in July of 1897. . . .” (paragraph 1)

Ⓑ “The press was alerted. . . .” (paragraph 1)

Ⓒ “. . . miners of all shapes and sizes . . .” (paragraph 2)

Ⓓ “Only 30,000 completed the trip.” (paragraph 2)

GO ON ▶

3. **Part A**

Based on the information from "Klondike Gold Rush," which sentence states a central idea of the article?

Ⓐ Most miners were pleased with the outcome of the gold rush.

Ⓑ Most miners labored hard for very little gain.

Ⓒ Work in the Yukon Territory was worth the danger of traveling there.

Ⓓ The gold rush hurt many small businesses.

Part B

Which **two** sentences from the article provide the best evidence for the answer in Part A?

Ⓐ "Outfitters sprang up overnight that were happy to sell the stampeders whatever they needed to get started." (paragraph 3)

Ⓑ "Towns such as Seattle made fortunes outfitting the miners." (paragraph 3)

Ⓒ "Those who made it across the passes found themselves at Bennett Lake." (paragraph 8)

Ⓓ "Many stampeders headed home, some worked for others on the claims, and still others stayed to work in Dawson City." (paragraph 9)

Ⓔ "The work that was necessary to retrieve the gold was incredible." (paragraph 10)

Ⓕ "The biggest boom to hit this part of the world was a huge bust for the miners." (paragraph 11)

GO ON ►

4. **Part A**

Based on evidence in the article, why did so few miners stay in the Klondike to mine gold after arriving?

Ⓐ The conditions for mining were difficult.

Ⓑ Many laws outlawed miners.

Ⓒ The lack of wildlife made mining nearly impossible.

Ⓓ The value of gold dropped significantly.

Part B

Which detail from the article supports the answer to Part A?

Ⓐ "Helping the outfitters in this regard were the Northwest Mounted Police. . . ." (paragraph 3)

Ⓑ "The Chilkoot Pass trail was steep and hazardous." (paragraph 6)

Ⓒ "Here, boats had to be built. . . ." (paragraph 8)

Ⓓ "Most of the gold was not at the surface. . . ." (paragraph 10)

GO ON ▶

Read the passage from the book *A Woman Who Went to Alaska*. Then answer the questions.

from *A Woman Who Went to Alaska*

by May Kellogg Sullivan

The Rush

1 Since the discovery of gold by George Carmack on Bonanza Creek in September 1896, the growth of this country has been phenomenal, more especially so to one who has visited and is familiar with Dawson and the Klondyke mining section.

2 As to the entire yield of gold from the Klondyke Creeks, none can say except approximately; for the ten percent royalty imposed by the Canadian government has always met a phase of human nature which prompts to concealment and dishonesty, so that a truthful estimate cannot be made.

3 The Canadian Dominion government is very oppressive. Mining laws are very arbitrary and strictly enforced. A person wishing to prospect for gold must first procure a miner's license, paying ten dollars for it. If anything is discovered, and he wishes to locate a claim, he visits the recorder's office, states his business, and is told to call again. In the meantime, men are sent to examine the locality and if anything of value is found, the man wishing to record the claim is told that it is already located. The officials seize it. The man has no way of ascertaining if the land was properly located, and so has no redress. If the claim is thought to be poor, he can locate it by the payment of a fifteen dollar fee.

4 One half of all mining land is reserved for the crown, a quarter or more is gobbled by corrupt officials, and a meager share left for the daring miners who, by braving hardship and death, develop the mines and open up the country.

5 "Any one going into the country has no right to cut wood for any purpose, or to kill any game or catch any fish, without a license for which a fee of ten dollars must be paid. With such a license it is unlawful to sell a stick of wood for any purpose, or a pound of fish or game." The law is strictly enforced. To do anything, one must have a special permit, and for every such permit he must pay roundly.

6 The story is told of a miner in a hospital who was about to die. He requested that the Governor be sent for. Being asked what he wanted with the Governor, he replied: "I haven't any permit, and if I should undertake to die without a permit, I should get myself arrested."

GO ON ►

7 It is a well-known fact that many claims on Eldorado, Hunker, and Bonanza Creeks have turned out hundreds of thousands of dollars. One pan of gravel on Eldorado Creek yielded $2,100. Frank Dinsmore on Bonanza Creek took out ninety pounds of solid gold or $24,480 in a single day. On Aleck McDonald's claim on Eldorado, one man shoveled in $20,000 in twelve hours. McDonald, in two years, dug from the frozen ground $2,207,893. Charley Anderson, on Eldorado, panned out $700 in three hours. T.S. Lippy is said to have paid the Canadian government $65,000 in royalties for the year 1898 and Clarence Berry about the same.

8 On Skukum Gulch $30,000 were taken from two boxes of dirt. Frank Phiscator of Michigan, after a few months' work, brought home $100,000 in gold, selling one-third of his claim interests for $1,333,000, or at the rate of $5,000,000 for the whole.

9 When a man is compelled to pay one thousand dollars out of every ten thousand he digs from the ground, he will boast little of large "clean-ups"; and for this reason it is hard to estimate the real amount of gold extracted from the Klondyke mines.

"A Woman Who Went to Alaska"—Public Domain

GO ON ►

5. **Part A**

As used in paragraph 3 of the passage from *A Woman Who Went to Alaska*, what is the meaning of the word **oppressive**?

Ⓐ unjustly harsh

Ⓑ occasionally flexible

Ⓒ unexpectedly angry

Ⓓ appropriately demanding

Part B

Which phrase from paragraph 3 in the passage from *A Woman Who Went to Alaska* helps the reader understand the meaning of the word **oppressive**?

Ⓐ “. . . Canadian Dominion government . . .”

Ⓑ “. . . arbitrary and strictly enforced . . .”

Ⓒ “. . . prospect for gold . . .”

Ⓓ “. . . he visits the recorder’s office . . .”

GO ON ►

6. **Part A**

Which statement **best** describes the Canadian government's treatment of the miners in the passage from *A Woman Who Went to Alaska*?

Ⓐ a controlling government that takes advantage of the miners

Ⓑ a fair government that wants the miners to succeed without assistance

Ⓒ a disorganized government that fails to set appropriate rules for the miners

Ⓓ an irresponsible government that is indifferent to the miners

Part B

Which **three** actions does the government take that provide evidence for the answer to Part A?

Ⓐ charging high taxes on mined gold

Ⓑ encouraging fishing and hunting

Ⓒ enforcing a nightly curfew

Ⓓ requiring multiple licenses and permits

Ⓔ seizing property known to contain gold

Ⓕ assisting newcomers seeking a claim

Ⓖ banning the use of explosives

GO ON ▶

Read a transcript of an excerpt from *City of Gold*. Then answer the questions.

from *City of Gold*

a transcript

1 The winter of 1897, beyond mountains two thousand miles north from civilization, the cry was “Gold!” All over the world a million people laid plans to go. A hundred thousand actually set out, but the going was so hard, the way so weary, that more than half turned back.

2 My father was one of those who struggled on. Scarcely any of these men were miners; most were white-collar workers. My father had just graduated from university in civil engineering. All of them had one idea. They were on their way to the Klondike to shovel up gold, and they were going to be rich beyond the dreams of avarice.

3 The Chilkoot Pass: this scene above all others remained in my father’s mind to his dying day. Even when his memory began to fail, this spectacle remained. You had to pack a ton of goods up this terrible 45-degree slope of pure ice, a hundred pounds at a time, over and over again, a year’s outfit. Without that, the mounties would not let you enter the Yukon. You couldn’t stop to rest or it might be hours before they’d let you back into that endless human chain.

4 At the top, a city of provisions. Seventy feet of snow fell that winter, and by spring there were seven such cities, layer upon layer buried beneath it, but the persistent ones dug out their supplies and sledded off down the mountain slopes on the next lap of the great adventure.

GO ON ►

7. **Part A**

What are the **most likely** reasons the narrator mentions that his father was a part of the gold rush? Select **two** answers.

Ⓐ It explains that the narrator respects his family.

Ⓑ It shows the extent to which the narrator values history.

Ⓒ It helps the reader understand the narrator's life.

Ⓓ It reveals a connection between the narrator and the miners.

Ⓔ It highlights the impact of the experience on a specific person.

Ⓕ It emphasizes that there were a large number of miners with families.

Part B

Which words from the transcript of *City of Gold* provide the **best** evidence for the answers to Part A?

Ⓐ "beyond mountains . . . the cry was 'Gold!' " (paragraph 1)

Ⓑ "Scarcely any of these men were miners; most were white-collar workers." (paragraph 2)

Ⓒ "All of them had one idea. . . . they were going to be rich . . ." (paragraph 2)

Ⓓ "The Chilkoot Pass: this scene above all others remained in my father's mind. . . ." (paragraph 3)

GO ON ▶

8. The authors of "Klondike Gold Rush" and *A Woman Who Went to Alaska* and the narrator of the transcript from *City of Gold* are discussing the same topic but are using different points of view.

   How does each person's point of view shape the reader's understanding of the miners' lives? Use details from each source to support your answer.

GO ON ►

GO ON ▶

GO ON ►

STOP

Session 2
Literary Analysis Task

Directions:

Today, you will take Session 2 of the Grade 7 English Language Arts Test.

Read each passage and question. Then, follow the directions to answer each question. Mark your answers by completely filling in the circles in your test booklet. Do not make any pencil marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely.

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GO ON ►

Today you will analyze a passage from *The Georges and the Jewels* and a passage from *Black Beauty: The Autobiography of a Horse*. As you read these passages, you will gather information and answer questions about how the authors develop each narrator's point of view so you can write an essay.

Read the passage from the novel *The Georges and the Jewels*. Then answer the questions.

from *The Georges and the Jewels*

by Jane Smiley

1 Sometimes when you fall off your horse, you just don't want to get right back on. Let's say he started bucking and you did all the things you knew to do, like pull his head up from between his knees and make him go forward, then use a pulley rein on the left to stop him. Most horses would settle at that point and come down to a walk. Then you could turn him again and trot off—it's always harder for the horse to buck at the trot than at the lope. But if, right when you let up on the reins, your horse put his head between his knees again and took off bucking, kicking higher and higher until he finally dropped you and went tearing off to the other end of the ring, well, you might lie there, as I did, with the wind knocked out of you and think about how nice it would be not to get back on, because that horse is just dedicated to bucking you off.

2 So I did lie there, looking up at the branches of the oak tree that grew beside the ring, and I did wait for Daddy to come trotting over with that horse by the bridle, and I did stare up at both their faces, the face of that horse flicking his ears back and forth and snorting a little bit, and the face of my father, red-cheeked and blue-eyed, and I did listen to him say, "Abby? You okay, honey? Sure you are. I saw you bounce! Get up, now."

3 I sighed.

4 "How am I going to tell those folks who are looking to buy these horses that a little girl can ride them, if you don't get up and ride them?"

5 I sat up. I said, "I don't know, Daddy." My elbow hurt, but not too badly. Otherwise I was okay.

6 "Well, then."

7 I stood up, and he brushed off the back of my jeans. Then he tossed me on the horse again.

8 Some horses buck you off. Some horses spook you off—they see something scary and drop a shoulder and spin and run away. Some horses stop all of a sudden, and there you are, head over heels and sitting on the ground. I had a horse rear so high once that I just slid down over her tail and landed in the grass easy as you please, watching her run back to the barn. I started riding when I was three. I started training horses for my dad when I was eight. I wasn't the only one—my brother, Danny, was thirteen at the time, and he did most of the riding (Kid's Horse for Sale), but I'm the only one now.

GO ON ►

9 Which is not to say that there aren't good horses and fun horses. I ride plenty of those, too. But they don't last, because Daddy turns those over fast. I had one a year ago, a sweet bay mare. We got her because her owner had died and Daddy picked her up for a song from the bank. I rode her every day, and she never put a foot wrong. Her lope was as easy as flying. One of the days she was with us, I had a twenty-four-hour virus, so when I went out to ride, I tacked her up and took her down to the crick at the bottom of the pasture, out of sight of the house.

10 I knew Daddy had to go into town and would be gone for the afternoon, so when I got down there, I just took off the saddle and hung it over a tree limb, and the bridle, too, and I lay down in the grass and fell asleep. I knew she would graze, and she did for a while, I suppose. But when I woke up (and feeling much better, thank you), there she was, curled up next to me like a dog, kind of pressed against me but sweet and large and soft. I lay there feeling how warm she was and smelling her fragrance and I thought, I never heard of this before. I don't know why she did that, but now when Daddy tells me that horses only know two things, the carrot and the stick, and not to fill my head with silly ideas about them, I just remember that mare (she had a star shaped like a triangle and a little snip down by her left nostril). We sold her for a nice piece of change within a month, and I wish I knew where she was.

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GO ON ►

9. **Part A**

What is the meaning of **tearing** as it is used in paragraph 1 of the passage from *The Georges and the Jewels*?

Ⓐ ripping

Ⓑ pulling

Ⓒ speeding

Ⓓ crying

Part B

Which phrase in paragraph 1 helps the reader understand the meaning of **tearing**?

Ⓐ ". . . let up on the reins . . ."

Ⓑ ". . . put his head between his knees . . ."

Ⓒ ". . . off to the other end of the ring . . ."

Ⓓ ". . . kicking higher and higher . . ."

10. **Part A**

In the passage from *The Georges and the Jewels*, how do the father's actions affect the narrator's life?

Ⓐ The father's kindness causes him to carry the narrator into the house after she falls off the horse.

Ⓑ The father's love of horses causes him to show the narrator how beautiful the animals are when they walk.

Ⓒ The father's desire to sell horses causes him to quickly place the narrator back on the horse after she falls.

Ⓓ The father's expectation of obedience causes him to require the narrator to keep trying.

Part B

Choose evidence from the passage from *The Georges and the Jewels* that best supports the answer to Part A.

Ⓐ ". . . and I did wait for Daddy to come trotting over with that horse . . . ." (paragraph 2)

Ⓑ ". . . and the face of my father, red-cheeked and blue-eyed . . ." (paragraph 2)

Ⓒ " 'Abby? You okay, honey?' " (paragraph 2)

Ⓓ ". . . he tossed me on the horse again." (paragraph 7)

GO ON ▶

11. **Part A**

In the passage from *The Georges and the Jewels*, how are the father's and narrator's points of view toward horses different?

Ⓐ The father thinks horses are easy to tame, while the narrator believes horses are dangerous animals.

Ⓑ The father believes horses only respond to punishment and reward, while the narrator thinks horses have feelings.

Ⓒ The father thinks only boys should ride horses, while the narrator thinks girls should be able to ride them, too.

Ⓓ The father wants his daughter to ride horses more, but the narrator worries about getting hurt.

Part B

Which **two** pieces of evidence **best** support the answer to Part A?

Ⓐ "Sometimes when you fall off your horse, you just don't want to get right back on." (paragraph 1)

Ⓑ ". . . my brother, Danny, was thirteen at the time, and he did most of the riding. . . ." (paragraph 8)

Ⓒ "Which is not to say that there aren't good horses and fun horses." (paragraph 9)

Ⓓ "Her lope was as easy as flying." (paragraph 9)

Ⓔ ". . . there she was, curled up next to me like a dog, kind of pressed against me but sweet and large and soft." (paragraph 10)

Ⓕ ". . . Daddy tells me that horses only know two things, the carrot and the stick, and not to fill my head with silly ideas about them. . . ." (paragraph 10)

GO ON ►

Read the passage from the novel *Black Beauty: The Autobiography of a Horse*. Then answer the questions.

from *Black Beauty: The Autobiography of a Horse*

by Anna Sewell

1 Every one may not know what breaking in is, therefore I will describe it. It means to teach a horse to wear a saddle and bridle, and to carry on his back a man, woman or child; to go just the way they wish, and to go quietly. Besides this he has to learn to wear a collar, a crupper, and a breeching, and to stand still while they are put on; then to have a cart or chaise fixed behind, so that he cannot walk or trot without dragging it after him; and he must go fast or slow, just as his driver wishes. He must never start at what he sees, nor speak to other horses, nor bite, nor kick, nor have any will of his own; but always do his master's will, even though he may be very tired or hungry; but the worst of all is, when his harness is once on, he may neither jump for joy nor lie down for weariness. So you see this breaking in is a great thing.

2 I had of course been used to a halter and a headstall, and to be led about in the fields and lanes quietly, but now I was to have a bit and bridle; my master gave me some oats as usual, and after a good deal of coaxing he got the bit into my mouth, and the bridle fixed, but it was a nasty thing! Those who have never had a bit in their mouths cannot think how bad it feels; a great piece of cold hard steel as thick as a man's finger to be pushed into one's mouth, between one's teeth, and over one's tongue, with the ends coming out at the corner of your mouth, and held fast there by straps over your head, under your throat, round your nose, and under your chin; so that no way in the world can you get rid of the nasty hard thing; it is very bad! Yes, very bad! At least I thought so; but I knew my mother always wore one when she went out, and all horses did when they were grown up; and so, what with the nice oats, and what with my master's pats, kind words, and gentle ways, I got to wear my bit and bridle.

3 Next came the saddle, but that was not half so bad; my master put it on my back very gently, while old Daniel held my head; he then made the girths fast under my body, patting and talking to me all the time; then I had a few oats, then a little leading about; and this he did every day till I began to look for the oats and the saddle. At length, one morning, my master got on my back and rode me round the meadow on the soft grass. It certainly did feel queer; but I must say I felt rather proud to carry my master, and as he continued to ride me a little every day, I soon became accustomed to it.

Black Beauty: The Autobiography of a Horse—Public Domain

GO ON ►

12. **Part A**

As used in paragraph 2 of the passage from *Black Beauty: The Autobiography of a Horse*, what is the meaning of the word **fast**?

Ⓐ cheerfully

Ⓑ securely

Ⓒ carefully

Ⓓ quickly

Part B

As used in paragraph 2, which phrase supports the meaning of the word **fast**?

Ⓐ ". . . cannot think how bad it feels . . ."

Ⓑ ". . . no way in the world can you get rid of the nasty hard thing . . ."

Ⓒ ". . . I knew my mother always wore one when she went out . . ."

Ⓓ ". . . and what with my master's pats, kind words, and gentle ways . . ."

GO ON ►

13. **Part A**

How does the horse feel about wearing riding gear in the passage from *Black Beauty: The Autobiography of a Horse*?

Ⓐ The horse dislikes wearing the gear and will never get used to wearing it.

Ⓑ The horse is displeased with wearing the gear but learns to accept it.

Ⓒ The horse believes the saddle is the worst part of wearing the gear.

Ⓓ The horse wishes to be like his mother and enjoy wearing the gear.

Part B

Which **two** statements support the correct answer to Part A?

Ⓐ Being broken in means to carry a man, woman, or child on his back.

Ⓑ A bit is placed in the horse's mouth and is held by a strap over the head.

Ⓒ The horse's mother always wore a bit when she went out.

Ⓓ The horse complains about how uncomfortable the bit feels in his mouth.

Ⓔ The master rides the horse around a meadow.

Ⓕ The horse enjoys the attention he receives from wearing his saddle.

GO ON ▶

14. You have read passages from the novels *The Georges and the Jewels* and *Black Beauty: The Autobiography of a Horse*. Both were written in the first person point of view.

    Write an essay in which you compare the way the authors use first person point of view to develop the characters.

    Be sure to cite specific examples from **both** passages.

GO ON ►

GO ON ▶

GO ON ►

STOP

Session 2
Narrative Writing Task

Directions:

Today, you will take Session 2 of the Grade 7 English Language Arts Test.

Read each passage and question. Then, follow the directions to answer each question. Mark your answers by completely filling in the circles in your test booklet. Do not make any pencil marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely.

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GO ON ►

Today you will read a passage from *Believing in Horses*. As you read, pay close attention to the characters and setting as you answer the questions to prepare to write a narrative story.

from *Believing in Horses*

by Valerie Ormond

1 When no one else showed up at the barn, Sadie rode Lucky in the outdoor arena, schooled him over small jumps, and worked on her equitation skills. She thought back to her first day on Lucky when the big blue heron had swooped down, and realized how far they had come together. Perhaps because there were no other riders in the barn, Sadie felt a tinge of loneliness, and was relieved that she had her best friend, Lucky, right there.

2 After dismounting, Sadie reasoned that it would be safe if she took Lucky for a walk on the trail, leading him instead of riding him. It made sense to her. She had never done it before, but then again she had never thought of it before. She set out on foot and the uneven footing gave her a new appreciation for the abilities of trail horses. After catching a branch or two in the face, she wondered why horses didn't put up more of a fuss and started paying closer attention to what was ahead of her. Too stubborn to turn around, Sadie forged ahead in the thick mud and tried to enjoy the serenity of the woods.

3 The trail looked quite different on foot than it did atop her big horse. She followed what she thought was the right path and ended up surrounded by holly trees and sticker bushes, clearly in the wrong place. Lucky looked at her as if to say, "I told you it was the other way," and she couldn't help but laugh.

4 "I'll listen to you at the next fork in the road," she said, and hugged his neck. They got back on track and descended deeper into the woods; the sounds of deer in the distance were muffled by the leaves rustling as the wind picked up.

5 Sadie thought she heard a car door shut and found that odd. They were far out in the woods, and she'd never heard anything like that before back here. She chalked it up to her imagination, or a branch breaking, and put her mind back to navigating the roots and rocks on the trail and avoiding the branches that came at her face. Then it began to rain.

6 It wasn't a drizzle; it was a downpour. Sadie still hadn't quite figured out this Maryland weather. It seemed like it could be bright and sunny one minute, pouring rain the next, and then bright and sunny again. It hadn't been a nice day, but she hadn't expected this! Sadie couldn't see two feet in front of her face. A thunder clap came from above, as loud as she'd ever heard, and she thought it shook the earth. Lucky pulled back on the reins, but considering the sound of the thunder, he behaved well.

7 Sadie stood still and comforted Lucky, at the same time comforting herself. She looked to see if there was any shelter under which they could hide from the storm, but she couldn't see anything. Then she remembered seeing an old abandoned deer stand on the trail. Sadie was pretty sure it was only a few hundred yards from where they stood and set out to find it, leading the way for Lucky. The sky darkened even more, rain pelted them, and the wind howled. Sadie regretted going out on the trail alone now.

GO ON ►

8 Another clap of thunder shook their ears, and Sadie looked back to ensure Lucky was okay. His eyes were wide, his nostrils flared, but he looked at Sadie as if he trusted her. Sadie continued forward, picking up the pace because she wasn't sure how long Lucky could keep his cool. Thinking she was on a familiar path, she turned back to Lucky to calm him and tell him they were almost there. By the time she faced forward again, it was too late. She plunged down a deep ravine and into a stream at the bottom with a loud splash and a scream.

9 Lucky's instincts to flee from danger took over. Sadie had let the reins go during her fall. Lucky took off in a terrified gallop through the woods.

10 Sadie could not afford to feel pain or panic. She had to get a hold of herself quickly. She pulled herself out from the mud, climbed up the ravine, and called after Lucky.

11 It was useless. He was well out of her earshot, and the rain and thunder were too loud. Horses instinctively return to their homes, and Sadie hoped that Lucky was on his way back to the barn. She didn't blame him for being so scared and losing his confidence in her.

12 Sadie went for her cell phone to let somebody know what was happening. This was no longer about her stubbornness or pride, it was about making sure Lucky was safe. Of course, her cell phone was safely tucked into her saddle bag—on Lucky. She took a deep breath, told herself that was okay, and that everyone would find out soon enough what was going on when Lucky came galloping up the path to the barn alone. As a source of strength she said out loud, "I believe you're going to know what to do, Lucky," and trudged back towards the barn, paying very close attention to where she was going this time.

From BELIEVING IN HORSES by Valerie Ormond, text copyright © 2012 by Valerie Ormond

GO ON ►

15. **Part A**

In paragraphs 9 and 11, what do the words **instincts** and **instinctively** suggest about why horses often return to their homes on their own?

Ⓐ They are taught to do it by their parents.

Ⓑ They learn to do it from skillful riders.

Ⓒ They automatically do it by nature.

Ⓓ They choose to do it when humans are at risk.

Part B

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

Ⓐ "Sadie continued forward, picking up the pace because she wasn't sure how long Lucky could keep his cool." (paragraph 8)

Ⓑ "Lucky looked at her as if to say, 'I told you it was the other way,' and she couldn't help but laugh." (paragraph 3)

Ⓒ "Sadie had let the reins go during her fall." (paragraph 9)

Ⓓ "Lucky took off in a terrified gallop through the woods." (paragraph 9)

GO ON ▶

16. **Part A**

Based on the passage, how are Sadie's and Lucky's points of view different?

Ⓐ Lucky prefers to stay near the barn, while Sadie enjoys adventures.

Ⓑ Lucky is intimidated by the storm, while Sadie more calmly focuses on practical needs.

Ⓒ Lucky enjoys the company of horses, while Sadie prefers to be with humans.

Ⓓ Lucky is used to the outdoors, while Sadie is just learning survival skills.

Part B

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

Ⓐ "His eyes were wide, his nostrils flared, but he looked at Sadie as if he trusted her." (paragraph 8)

Ⓑ "Sadie continued forward, picking up the pace because she wasn't sure how long Lucky could keep his cool." (paragraph 8)

Ⓒ "Horses instinctively return to their homes, and Sadie hoped that Lucky was on his way back to the barn." (paragraph 11)

Ⓓ "Of course, her cell phone was safely tucked into her saddle bag—on Lucky." (paragraph 12)

GO ON ►

17. **Part A**

How does the storm affect Sadie's behavior toward Lucky?

Ⓐ It causes her to observe Lucky closely.

Ⓑ It leads her to speak sternly to Lucky.

Ⓒ It makes her decide to walk next to Lucky.

Ⓓ It inspires her to give Lucky more freedom.

Part B

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

Ⓐ "It hadn't been a nice day, but she hadn't expected this!" (paragraph 6)

Ⓑ "Another clap of thunder shook their ears, and Sadie looked back to ensure Lucky was okay." (paragraph 8)

Ⓒ "Sadie had let the reins go during her fall." (paragraph 9)

Ⓓ "She didn't blame him for being so scared and losing his confidence in her." (paragraph 11)

GO ON ▶

18. **Part A**

Which phrase reflects the **main** theme of the passage?

Ⓐ Loyalty is unappreciated until it is tested.

Ⓑ The beauty of nature should be respected.

Ⓒ Decisions can have unintended consequences.

Ⓓ Companionship is a universal necessity.

Part B

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

Ⓐ "Perhaps because there were no other riders in the barn, Sadie felt a tinge of loneliness, and was relieved that she had her best friend, Lucky, right there." (paragraph 1)

Ⓑ "It seemed like it could be bright and sunny one minute, pouring rain the next, and then bright and sunny again." (paragraph 6)

Ⓒ "Sadie regretted going out on the trail alone now." (paragraph 7)

Ⓓ "Sadie could not afford to feel pain or panic." (paragraph 10)

GO ON ►

19. Write a narrative in which you continue the story of *Believing in Horses*. Your narrative should be a believable continuation of the events, and it should clearly reflect the characterization and setting in the passage.

GO ON ▶

GO ON ►

GO ON ▶

GO ON ►

Read the two passages about animal migration. Then answer the questions.

Amazing Migrations

by Stephen James O'Meara

From whales to butterflies, animals around the globe are on the move. Who hasn't noticed geese flying south for winter or the seasonal appearance of whales off our coasts? Who isn't aware of the almost clockwork-like appearance and disappearance of certain species of birds in the spring and fall?

While most of us anticipate the comings and goings of the animals that visit our neighborhoods, some scientists are gaining a more global perspective on the seasonal mass movements of animals, known as migrations. Millions of creatures undertake these extraordinary journeys of survival each year. Here are some of the most mysterious—and perhaps most unknown—amazing migrations.

Great White Sharks mysteriously appear each spring along the U.S. coast of the north Pacific in an area called the "Red (Blood) Triangle." No one knows where they come from. They arrive in early April at the Farallon Islands, 48 kilometers west of San Francisco, where they feed on newborn seal pups. The sharks then swim south to the Channel Islands off the coast of Los Angeles, where they give birth. Come summer, the sharks circle northward to Ano Nuevo Island (just south of the Farallons) before they migrate to southern Alaska. What happens after that? No one knows.

Arctic Terns are the undisputed "migration marathon" champs. Each year, they fly from the Arctic to the Antarctic—a roundtrip of 32,000 to 40,000 km. They leave the Arctic in the fall, flying eastward across the Atlantic and then southward along the west coast of Europe and Africa until they reach the Antarctic Ocean. In the spring, they return along the east coast of South America and North America. Because the terns are in both the Arctic and Antarctic during the periods of the longest days, they see more daylight than any other living creature!

Red Crabs of Christmas Island in the Indian Ocean make one of the most bizarre migrations known. At the beginning of the wet season (usually October through November), some 120 million of these land crabs scurry from the forest to the sea, where they breed and lay eggs. The crabs travel more than 90 meters in an hour to prevent dehydration in the hot sun. The three-week journey involves climbing down high cliff faces, marching through human settlements, and crossing streams and highways. If caught in unshaded heat, the crabs die; about one million are killed crossing streets. The migration is linked to the phases of the moon so that eggs may be released into the sea precisely at the turn of the high tide during the last quarter moon.

Every year, around the end of the wet season in April, Africa's Serengeti Plain is the site of the greatest wildlife show on Earth as some 200,000 zebra, 500,000 gazelle, and 1.5 million wildebeest follow the rains and cross some of the continent's most spectacular landscapes. The main migration starts in Tanzania's Ngorongoro Conservation Area and the southern Serengeti, where the animals calve between January and mid-March. The migration then heads north into the Serengeti's western corridor, almost as far as Lake Victoria. When the grass supply has been exhausted, usually at the end of May, the herds

GO ON ►

move farther north to the Kenyan border before returning to their breeding grounds. By the time they arrive, the grounds are once again green and lush. In the end, the animals will have covered thousands of kilometers.

Loggerhead Turtles migrate in enormous circles in both the Atlantic and Pacific Oceans. The Pacific route takes them from Japan to Mexico and back again. That's a 30,000 km roundtrip, and one of the longest migrations recorded. . . . A third of Japan's loggerhead turtles nest on Yakushima Island. One of them, which had spent a year at the Okinawa aquarium before being tagged and released in 1988, was recaptured six years later . . . in Mexico!

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GO ON ►

Migrating Penguins . . . in a Swimming Pool!

by Stephen James O'Meara

It's true. Just ask San Francisco Zoo's penguin keeper, Jane Tollini. She witnessed firsthand one of the most bizarre migrations on record—dozens of Magellanic penguins attempting a 3,200-kilometer migration in the zoo's swimming pool.

Magellanic penguins in the wild normally migrate each year along the coast of South America from Argentina to Patagonia. The trip takes about six months. The pool saga began in November 2002, when six of the penguins formerly of Sea World in Aurora, Ohio, were brought to the San Francisco Zoo and penned with that zoo's 46 penguins. Suddenly, all 52 penned penguins at the zoo began doing something they hadn't done before—daily circular laps in unison. Tollini says that the penguins would start swimming in circles early in the day and would rarely stop until they staggered out of the pool at dusk. "I can't figure out how the Aurora penguins communicated and changed the minds of the other 46," Tollini says. But they did, and the penguins kept lap-swimming until they had completed the "migration"—26,400 pool laps. (Penguins can swim up to 24 kph.)

But Christina Slager, associate curator at California's Monterey Bay Aquarium, has studied Magellanic penguins in the wild in Argentina and Chile, and she is not surprised. Penguins, it turns out, are not only extraordinarily social animals but "very, very inquisitive," Slager says.

Of course, you need to be more than inquisitive to join in such a feat. Indeed, aquatic biologist Pam Schaller (Steinhart Aquarium, San Francisco) says that penguins are not only social but also genetically designed to swim. "I'd be more amazed," Schaller says, "if the six had learned to do something not in penguin nature and showed the other 46 how to do it—like if the birds were trained to jump through a hoop."

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GO ON ►

20. What is the **most likely** reason the author included two questions in the first paragraph of "Amazing Migrations"?

    Ⓐ to provide an outline for the article

    Ⓑ to capture the reader's interest in the topic

    Ⓒ to show that the author has studied migrations

    Ⓓ to introduce the scientific definition of migrations

21. What does the word exhausted mean as it is used in the passage "Amazing Migrations"?

    Ⓐ released

    Ⓑ consumed

    Ⓒ observed

    Ⓓ fatigued

GO ON ►

22. This question has two parts. First, answer part A. Then, answer part B.

Part A

Which pair of sentences **best** states **two** central ideas in "Amazing Migrations"?

Ⓐ Migrations can last several days and cover a large area. Scientists travel to areas of migration to witness this phenomenon.

Ⓑ The seasons determine when and where animals will migrate. Scientists are finding ways to track migrating animals.

Ⓒ Some less familiar animals have very unique migration patterns. Studies are revealing more information about the migration patterns of these animals that come from all parts of the world.

Ⓓ Migrations that take place on land cover less distance than migrations that take place in the oceans and seas. Studies include new findings on why some animals migrate farther than others.

Part B

Which **two** pieces of evidence from the passage **best** support the answer to part A? Choose **two** answers.

Ⓐ From whales to butterflies, animals around the globe are on the move.

Ⓑ Who hasn't noticed geese flying south for winter or the seasonal appearance of whales off our coasts?

Ⓒ . . . some scientists are gaining a more global perspective on the seasonal mass movements of animals, known as migrations.

Ⓓ Each year, they fly from the Arctic to the Antarctic—a roundtrip of 32,000 to 40,000 km.

Ⓔ By the time they arrive, the grounds are once again green and lush.

Ⓕ One of them, which had spent a year at the Okinawa aquarium before being tagged and released in 1988, was recaptured six years later . . . in Mexico!

23. In the second paragraph of "Migrating Penguins . . . in a Swimming Pool!" which phrase has the same meaning as "in unison"?

Ⓐ very quickly

Ⓑ under the water

Ⓒ as a group

Ⓓ until afternoon

GO ON ▶

24. How does the last paragraph **most** contribute to the development of ideas in "Migrating Penguins . . . in a Swimming Pool!"?

    Ⓐ It emphasizes the main idea of the passage.

    Ⓑ It supports the idea that penguins are social animals.

    Ⓒ It concludes with a memorable quote from an expert.

    Ⓓ It provides an alternative explanation for the penguins' behavior.

25. In each passage, how does the author present key information about migration?

    Ⓐ "Amazing Migrations" focuses on the migration behavior of a variety of different animals, while "Migrating Penguins . . . in a Swimming Pool!" focuses on the migrating behavior of one animal.

    Ⓑ "Amazing Migrations" focuses on the length of time some animals migrate, while "Migrating Penguins . . . in a Swimming Pool!" focuses on the countries the penguins came from.

    Ⓒ "Amazing Migrations" focuses on migrating animals with the shortest and longest travels, while "Migrating Penguins . . . in a Swimming Pool!" focuses on how humans help an animal migrate.

    Ⓓ "Amazing Migrations" focuses on the interaction of various migrating animals, while "Migrating Penguins . . . in a Swimming Pool!" focuses on how penguins know when to migrate.

STOP

Session 3
Reading Literary and Informational Texts

Directions:

Today, you will take Session 3 of the Grade 7 English Language Arts Test.

Read each passage and question. Then, follow the directions to answer each question. Mark your answers by completely filling in the circles in your test booklet. Do not make any pencil marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely.

If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer in this session **ONLY**.

GO ON ►

Read the passage and then answer the questions.

A Storyteller

adapted from a story by Robert Painter

Ever since I was just a little kid, I knew I wanted to be a storyteller. I lived in a small town where everybody knew everything about everyone else. Stories were told and told again about all the people for miles around. After all, if it was worth its salt as a story, it was worth telling again. All I had to do was sit quietly and listen. When I grow up, I thought to myself, I will tell these same stories, too, and maybe add a few myself.

By the time I was a teenager, that is what I was doing. I told stories about people, about animals, about the sun and the moon and the stars. I told stories to anyone who would listen to me—old and young, and those in between. It was fun, and besides, in our small town it was nice to be known for something, even if it was just for telling a good story.

One lazy afternoon, I was sitting on some rocks by the river, idly tossing bits of leaves into the water to see if I could make the fish jump. An old man walking down the road came over and sat down next to me.

“They tell me you like to tell stories,” he said.

“Yes, mister, I do,” I answered, proud that I should have been pointed out to a stranger as somebody special.

“Maybe you could tell me one,” he said. “I’ve been up and down the world and I’ve found that there is nothing like a good story to give someone something to think about.”

“What would you like to hear?” I asked.

“Something that took place here in this town. That would be interesting,” he said.

“All right,” I answered. “I’ll tell you something that happened here in town and not long ago. I remember the man myself.”

I told him the story of Old Williams. Old Williams, I said, lived on the outskirts of town, alone with his odd ideas and opinions. Like a lot of people who live in the country and are retired from active work, Old Williams had a lot of time on his hands and soon became something of a naturalist. He spent the days tramping through the woods and meadows just observing things. Little by little he began to be very interested in butterflies. According to Old Williams, butterflies had to be a combination of animals and flowers and therefore far wiser than any other creatures since they would know the secrets of both the plant and animal worlds. Old Williams used to sit out in the fields, watching butterflies hour after hour. He forgot to eat, he found butterflies so interesting. Without noticing it, he began to shrink until, little by little, he shrank down to practically nothing, grew big yellow-and-green striped wings, and flew away. No one has seen Old Williams since, but we think he is still out there, learning the secrets of plants and animals. That was my story.

“That is a really good story,” said the stranger. “Is it true, do you think?”

“Most of it is the truth,” I said, a little embarrassed. “Some of it isn’t.”

“Did you say you knew the man?” he asked.

GO ON ►

"Oh yes, mister," I replied. "I remember seeing Old Williams in the street when he came into town."

"What did he look like then?"

"Well, I remember his eyes. They were funny-colored—a sort of light gold."

"Like this?" asked the stranger, and he moved closer to me so that I could see his eyes. For the first time, I took a good look at the man. He was Old Williams.

Until it happens to you, you have no idea how it feels to be telling a tall tale about a person and then discover the man you are talking about is standing right in front of you.

"I'm sorry, Mr. Williams," I said. "I'm sorry I said those things about you."

Old Williams smiled and reached deep into his pockets and pulled out a cheese sandwich wrapped in a napkin.

"Don't be sorry; I'm not," he said. "Do you know what it's like to be known as the man who turned into a butterfly?"

I wasn't sure what he meant, but I stopped being so afraid as the old man spoke.

"Because of your story, now I have a story to tell," he said as he took a bite of his sandwich.

"I was a lonely old man with nothing much to do. Because of you, people ask me questions and are interested in what I have to say. Thank you for giving me a story to tell." He finished his sandwich and slowly walked away. As he walked toward the setting sun, a swarm of butterflies followed him. He turned back, smiled, and then disappeared. That's the last time I saw Old Williams—and what I am telling you now is exactly the way it happened—the story of how I became a storyteller.

"Storyteller" reprinted by permission of CTB/McGraw-Hill, a division of The McGraw-Hill Companies, Inc.

GO ON ►

26. Read these sentences from the passage.

It was fun, and besides, in our small town it was nice to be known for something, even if it was just for telling a good story.

"I was a lonely old man with nothing much to do. Because of you, people ask me questions and are interested in what I have to say."

What does the conversation between the narrator and Old Williams reveal about them? Choose **two** answers.

Ⓐ Both are outcasts in need of attention.

Ⓑ Both enjoy seeing how people react to their stories.

Ⓒ Both wish they had more activities to keep them busy.

Ⓓ Both like feeling special.

Ⓔ Both think that a good story should include a mystery.

27. Read the sentences from the passage.

"That is a really good story," said the stranger. "Is it true, do you think?"

"Most of it is the truth," I said, a little embarrassed. "Some of it isn't."

How does the dialogue impact the story?

Ⓐ It advances the action by hinting at what is to come.

Ⓑ It reveals the personalities of both characters.

Ⓒ It contrasts the point of view of the narrator and the reader.

Ⓓ It provides a resolution to a conflict between the characters.

28. How do the differences in point of view create suspense in the passage?

Ⓐ The narrator believes that the story being told is fiction, but the reader knows that the account is true.

Ⓑ The narrator never discovers that the stranger is Old Williams, but the reader easily understands this.

Ⓒ The reader knows immediately that the narrator may upset someone, but the narrator finds out slowly.

Ⓓ The reader knows that the stranger could be Old Williams, but the narrator fails to realize this at first.

GO ON ►

29. Read the sentences from the passage.

Without noticing it, he began to shrink until, little by little, he shrank down to practically nothing, grew big yellow-and-green striped wings, and flew away.

As he walked toward the setting sun, a swarm of butterflies followed him. He turned back, smiled, and then disappeared.

How do these sentences contribute to the plot of the story?

Ⓐ They show the truth of the narrator's story about Old Williams.

Ⓑ They describe how Old Williams turns into a butterfly.

Ⓒ They suggest that the mystery of Old Williams continues.

Ⓓ They reveal the narrator's skill in telling a story to anyone who would listen.

30. This question has two parts. First, answer part A. Then, answer part B.

Part A

Which sentence **best** states a central idea of the passage?

Ⓐ Tall tales are significant to many cultures.

Ⓑ A good story can have a powerful impact.

Ⓒ Nature should be revered by all people.

Ⓓ Life in small towns is slow and peaceful.

Part B

Which evidence from the passage **best** supports the answer in part A?

Ⓐ One lazy afternoon, I was sitting on some rocks by the river, idly tossing bits of leaves into the water to see if I could make the fish jump.

Ⓑ No one has seen Old Williams since, but we think he is still out there, learning the secrets of plants and animals.

Ⓒ Until it happens to you, you have no idea how it feels to be telling a tall tale about a person and then discover the man you are talking about is standing right in front of you.

Ⓓ "Because of your story, now I have a story to tell."

GO ON ▶

Read the article “Amazing Insects.” Then answer the questions.

Amazing Insects

by Robyn Blakely

Dragonflies

You’ll often see long-bodied, brilliantly colored dragonflies buzzing over ponds or creeks, but you may not realize how amazing they are.

First of all, dragonflies are not flies because they have two pairs of wings. Scientists have found evidence of dragonflies in fossils (often from coal beds that were formed from ancient forests where dragonflies once lived) that date back at least 110 million years ago. At that time, dragonflies often had much larger wingspans—up to 29 inches!

Dragonflies are smaller today, but the rest of their body structure is the same as it was centuries ago. Today there are at least 5,000 known types of dragonflies, most of them living in warm climates.

Dragonflies are hunters that feed on other kinds of insects, such as moths. They use their huge eyes to detect movement and their flexible heads to turn and look in any direction. They are able to catch their prey while in midair. Perhaps the most incredible thing about dragonflies is the tremendous flying skill they display. Dragonflies can swoop, sharply turn, and even fly backward. Larger dragonflies have been known to fly 19 miles per hour.

So the next time you see a dragonfly, watch it dart and dive and hover. What acrobats they are!

Fireflies

Have you ever seen a little soft fluorescent green light pulsing on and off in the early summer evening air? If so, you’ve seen fireflies. A firefly is a kind of beetle with two pairs of wings and six legs. There are about 2,000 identified kinds of fireflies, and they have been found all over the world, except in very cold or very dry regions.

The most amazing thing about fireflies is their ability to make light. Fireflies usually use that light to signal other fireflies, especially to signal between males and females.

Most fireflies are nocturnal, which means that they prefer to be active at night. During the day, they usually stay in the grass or under leaves or rocks. Although fireflies use their light after sunset, they don’t blink all night. They usually make light for about 20 minutes or longer, up to a few hours.

So how do they do it? Well, fireflies’ light is called *bioluminescence*. That means it is a type of light that is made from natural living things. Bioluminescence is cold light that produces almost no heat, unlike, say, the light from electric light bulbs. Fireflies produce this light by mixing four important chemicals (including oxygen) inside their bodies.

When the chemicals blend, they create a glowing light. Now you know how it happens and why fireflies truly are amazing insects.

GO ON ►

31. How does the second paragraph contribute to the development of ideas in the section titled “Dragonflies”?

    Ⓐ It helps readers to understand how long dragonflies have been in existence.

    Ⓑ It provides readers with details about where dragonflies live.

    Ⓒ It explains why dragonflies have wingspans of different lengths.

    Ⓓ It shows how dragonflies are different from other insects.

32. In “Amazing Insects,” why does the author call dragonflies “acrobats”? Choose **two** answers.

    Ⓐ to emphasize that dragonflies take risks when flying

    Ⓑ to suggest that dragonflies are entertaining creatures

    Ⓒ to help readers appreciate the flying abilities of dragonflies

    Ⓓ to encourage readers to observe dragonflies

    Ⓔ to show that dragonflies are aware of their surroundings

GO ON ▶

33. This question has two parts. First, answer part A. Then, answer part B.

Part A

What idea about fireflies is **most** developed in the article?

Ⓐ Fireflies are most active at night.

Ⓑ Fireflies are closely related to beetles.

Ⓒ Fireflies only live in the warmest parts of the world.

Ⓓ Fireflies are extraordinary for being able to generate their own light.

Part B

Which sentence from the article **best** supports the answer in part A?

Ⓐ A firefly is a kind of beetle with two pairs of wings and six legs.

Ⓑ There are about 2,000 identified kinds of fireflies, and they have been found all over the world, except in very cold or very dry regions.

Ⓒ Most fireflies are nocturnal, which means that they prefer to be active at night.

Ⓓ Fireflies produce this light by mixing four important chemicals (including oxygen) inside their bodies.

GO ON ►

34. The word bioluminescence in “Amazing Insects” is defined as “a type of light that is made from natural living things.” Which word from this definition is **most** related to the meaning of the Greek root word “bio”?

Ⓐ type

Ⓑ light

Ⓒ natural

Ⓓ living

35. How are the main ideas developed over the course of the article?

Ⓐ by explaining how two different insects overcome problems

Ⓑ by comparing and contrasting two types of insects

Ⓒ by giving examples of the various abilities of two insects

Ⓓ by using sequential order to show the behavior of two different insects

GO ON ▶

Read the poem and then answer the questions.

To James

by *Frank Horne*

Do you remember
How you won
That last race . . . ?
How you flung your body
At the start . . .
How your spikes
Ripped the cinders
In the stretch . . .
How you catapulted
Through the tape . . .
Do you remember . . . ?
Don't you think
I lurched with you
Out of those starting holes . . . ?
Don't you think
My sinews tightened
At those first
Few strides . . .
And when you flew into the stretch
Was not all my thrill
Of a thousand races
In your blood . . . ?
At your final drive
Through the finish line
Did not my shout
Tell of the
Triumphant ecstasy
Of victory . . . ?
Live
As I have taught you
To run, Boy—
It's a short dash
Dig your starting holes
Deep and firm
Lurch out of them
Into the straightaway

GO ON ►

With all the power
That is in you
Look straight ahead
To the finish line
Think only of the goal
Run straight
Run high
Run hard
Save nothing
And finish
With an
That carries you
Hurtling
Through the tape
To victory. . . .

"To James" by Frank Horne.

GO ON ►

36. This question has two parts. First, answer part A. Then, answer part B.

Part A

What word **best** describes the tone of the poem?

Ⓐ critical
Ⓑ mysterious
Ⓒ playful
Ⓓ inspirational

Part B

Which lines from the poem **best** support the answer in part A?

Ⓐ Do you remember / How you won / That last race . . . ?
Ⓑ My sinews tightened / At those first / Few strides . . .
Ⓒ Did not my shout / Tell of the / Triumphant ecstasy / Of victory . . . ?
Ⓓ With all the power / That is in you / Look straight ahead / To the finish line

37. What is the central idea presented in the poem?

Ⓐ Rely on memories of past victories to gain an advantage.
Ⓑ Live life the same way you would run a race.
Ⓒ Listen carefully to the people cheering during a race.
Ⓓ Running hard throughout the race is the only way to win.

GO ON ►

38. Read the lines from the poem.

How you catapulted / Through the tape . . .

What image does the poet create by using the word catapulted to describe the end of the race?

Ⓐ James launching himself across the finish line

Ⓑ James crossing the finish line with easy strides

Ⓒ James hesitating before crossing the finish line

Ⓓ James falling just before the finish line

39. How does the poet develop the point of view of the speaker?

Ⓐ by reflecting on the speaker's memories of being a successful runner

Ⓑ by comparing the speaker's career as a runner with James's future career

Ⓒ by focusing on the speaker's coaching of James on and off the track

Ⓓ by explaining the reasons for the speaker's decision to become a runner

40. Which sentences **best** state how the structure of the poem contributes to its meaning? Choose **two** answers.

Ⓐ The short lines mimic the rhythm and speed of running.

Ⓑ The consistent rhyme pattern echoes the sounds of cheering fans.

Ⓒ The lines with only one word call attention to James's progress as he runs the race.

Ⓓ The use of a single stanza focuses on the idea that winning is the only thing that matters.

Ⓔ The unfinished lines throughout the poem represent unanswered questions James will face in his life.

Ⓕ The questions in the first half of the poem prepare James to hear the advice presented in the second half of the poem.

STOP

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1 Excerpts from *Bulletin 118*

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