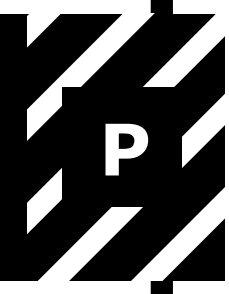


Student Name _____



M**CA****P** Maryland Comprehensive Assessment Program

Grade 7
English Language Arts/Literacy
Test Book

Practice Test

Large Print

TEST BOOKLET SECURITY BARCODE

Section 1

Directions:

Today, you will take Section 1 of the Grade 7 English Language Arts/Literacy Practice Test.

Read each passage and question. Then, follow the directions to answer each question. Circle the answer or answers you have chosen in your test book. 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 Section ONLY. Do not go past the stop sign.

Jacob is exploring an island in search of the truth about his grandfather's past while Miss Peregrine and the children in her care, including Emma Bloom and Millard Nullings, are caught in a time "loop" on the island in which a past date repeats itself again and again. Read the passage from *Miss Peregrine's Home for Peculiar Children*. Then answer the questions.

from *Miss Peregrine's Home for Peculiar Children*

by Ransom Riggs

- 1 Emma guided me onto the rug and cleared her throat, and the steady rhythm of Miss Peregrine's needles came to a halt.
- 2 "Good afternoon," the lady said, looking up. "You must be Jacob."
- 3 Emma gaped at her. "How do you know his—"
- 4 "My name is Headmistress Peregrine," she said, holding up a finger to silence Emma, "or if you prefer, since you are not currently under my care, Miss Peregrine. Pleased to finally meet you."
- 5 Miss Peregrine dangled a gloved hand in my direction and, when I failed to take it, noticed the rope that bound my wrists.
- 6 "Miss Bloom!" she cried. "What is the meaning of this? Is that any way to treat a guest? Free him at once!"
- 7 "But Headmistress! He's a snoop and a liar and I don't know what else!" Casting a mistrustful glance at me, Emma whispered something in Miss Peregrine's ear.
- 8 "Why, Miss Bloom," said Miss Peregrine, letting out a booming laugh. "What undiluted balderdash! If this boy were a wight¹ you'd already be stewing in his soup kettle. Of course he's Abraham Portman's grandson. Just look at him!"
- 9 I felt a flush of relief; maybe I wouldn't have to explain myself after all. She'd been expecting me!
- 10 Emma began to protest, but Miss Peregrine shut her down with a withering glare. "Oh, all right," Emma sighed, "but don't say I didn't warn you." And with a few tugs at the knot, the rope fell away.
- 11 "You'll have to pardon Miss Bloom," said Miss Peregrine as I rubbed at my chafed wrists. "She has a certain flair for the dramatic."
- 12 "So I've noticed."

¹**wight:** evil creature

- 13 Emma scowled. "If he's who he says he is, then why don't he know the first thing about loops—or even what year he's in? Go on, ask him!"
- 14 "Why *doesn't* he know," Miss Peregrine corrected. "And the only person whom I'll be subjecting to questioning is you, tomorrow afternoon, regarding the proper use of grammatical tenses!"
- 15 Emma groaned.
- 16 "Now, if you don't mind," Miss Peregrine said, "I need to have a word with Mr. Portman in private."
- 17 The girl knew it was useless to argue. She sighed and went to the door, but before leaving turned to give me one last look over her shoulder. On her face was an expression I hadn't seen from her before: concern.
- 18 "You, too, Mr. Nullings!" Miss Peregrine called out. "Polite persons do not eavesdrop on the conversations of others!"
- 19 "I was only lingering to inquire if you should like some tea," said Millard, who I got the feeling was a bit of a suck-up.
- 20 "We should not, thank you," Miss Peregrine answered curtly. I heard Millard's bare feet slap away across the floorboards, and the door swung shut behind him.
- 21 "I would ask you to sit," said Miss Peregrine, gesturing at a cushy chair behind me, "but you appear to be encrusted with filth." Instead I knelt on the floor, feeling like a pilgrim begging advice from an all-knowing oracle.
- 22 "You've been on the island for several days now," Miss Peregrine said. "Why have you dawdled so long before paying us a visit?"
- 23 "I didn't know you were here," I said. "How'd you know *I* was?"
- 24 "I've been watching you. You've seen me as well, though perhaps you didn't realize it. I had assumed my alternate form." She reached up and pulled a long gray feather from her hair. "It's vastly preferable to assume the shape of a bird when observing humans," she explained.
- 25 My jaw dropped. "That was *you* in my room this morning?" I said. "The hawk?"
- 26 "The falcon," she corrected. "A peregrine, naturally."
- 27 "Then it's true!" I said. "You *are* the Bird!"
- 28 "It's a moniker I tolerate but do not encourage," she replied. "Now, to my question," continued Miss Peregrine. "What on earth were you searching for in that depressing old wreck of a house?"

- 29 “You,” I replied, and her eyes widened a bit. “I didn’t know how to find you. I only figured out yesterday that you were all—”
- 30 And then I paused, realizing how strange my next words would sound. “I didn’t realize you were dead.”
- 31 She flashed me a tight smile. “My goodness. Hasn’t your grandfather told you *anything* about his old friends?”
- 32 “Some things. But for a long time I thought they were fairy tales.”
- 33 “I see,” she replied.
- 34 “I hope that doesn’t offend you.”
- 35 “It’s a little surprising, that’s all. But in general that is how we prefer to be thought of, for it tends to keep away unwanted visitors. These days fewer and fewer people believe in those things—fairies and goblins and all such nonsense—and thus common folk no longer make much of an effort to seek us out. That makes our lives a good bit easier. Ghost stories and scary old houses have served us well, too—though not, apparently, in your case.” She smiled. “Lion-heartedness must run in your family.”
- 36 “Yeah, I guess so,” I said with a nervous laugh, though in truth I felt as if I might pass out at any moment.
- 37 “In any case, as regards *this* place,” she said, gesturing grandly. “As a child you believed your grandfather was ‘making it all up,’ as they say? Feeding you a great walloping pack of lies. Is that right?”
- 38 “Not *lies* exactly, but—”
- 39 “Fictions, whoppers, paradiddles—whatever terminology you like. When did you realize Abraham was telling you the truth?”
- 40 “Well,” I said, staring at the labyrinth of interlocking patterns woven into the carpet, “I guess I’m just realizing it now.”

Miss Peregrine’s Home for Peculiar Children by Ransom Riggs. Copyright 2011 by Quirk Books. Reproduced with permission of Quirk Books via Copyright Clearance Center.

- 1** In paragraph 28, what does the word **tolerate** mean?
- A** to reluctantly accept
 - B** to wholly understand
 - C** to accidentally cause
 - D** to easily recognize
- 2** In what **two** ways do Miss Peregrine’s actions in paragraphs 2 through 8 affect the plot?
- A** They demonstrate her authority, which makes Emma follow her instructions.
 - B** They illustrate her anger, which causes Jacob to regret his actions.
 - C** They show her compassion, which makes Jacob feel more comfortable.
 - D** They highlight her confusion, which makes Emma become irritated.
 - E** They emphasize her sternness, which makes Emma fear her.
- 3** What do Emma’s dialogue and her actions in paragraphs 7 through 13 reveal about her?
- A** She enjoys playing exciting games with visitors.
 - B** She is unconvinced that Jacob has good intentions.
 - C** She worries that Jacob will win Miss Peregrine’s affection.
 - D** She is looking for a way to impress Miss Peregrine.

4 Part A

What is the connotation of **dawdled** as it is used in paragraph 22?

- A** that Jacob was unaware of what he would find while on the island
- B** that Jacob enjoyed his time on the island
- C** that Jacob intentionally took a long time to find Miss Peregrine
- D** that Jacob doubted Miss Peregrine really existed

Part B

Miss Peregrine's use of this word **dawdled** emphasizes her

- A** tendency to be sneaky.
 - B** high expectations of others.
 - C** curiosity about strangers.
 - D** boredom on the island.
- 5** Which statement **best** describes how the setting shapes the plot of the passage?
- A** It forces Jacob to realize that he is in danger.
 - B** It causes Emma and Jacob to become friends.
 - C** It helps Miss Peregrine provide for her students.
 - D** It brings Jacob closer to discovering the truth.

6 Part A

Based on the passage, what is a difference in perspective between Emma and Miss Peregrine?

- A** Emma wants to know what Jacob is doing on the island, but Miss Peregrine is uninterested.
- B** Emma believes that Jacob was smart to seek them out, but Miss Peregrine thinks Jacob is foolish to have come.
- C** Emma has happy memories of Jacob's grandfather, but Miss Peregrine does not think of him fondly.
- D** Emma believes that Jacob has come to harm them, but Miss Peregrine knows he means no harm.

Part B

Which sentence **best** supports the answer to Part A?

- A** "How do you know his—" (paragraph 3)
- B** "If this boy were a wight you'd already be stewing in his soup kettle." (paragraph 8)
- C** "She sighed and went to the door, but before leaving turned to give me one last look over her shoulder." (paragraph 17)
- D** "Hasn't your grandfather told you *anything* about his old friends?" (paragraph 31)

7 Part A

What is a theme developed throughout the passage?

- A** Making new friends can be difficult but also rewarding.
- B** Taking chances can sometimes result in unexpected outcomes.
- C** It is important to do the right thing in any situation.
- D** People sometimes feel pressure to act a certain way.

Part B

Which sentence **best** supports the answer to Part A?

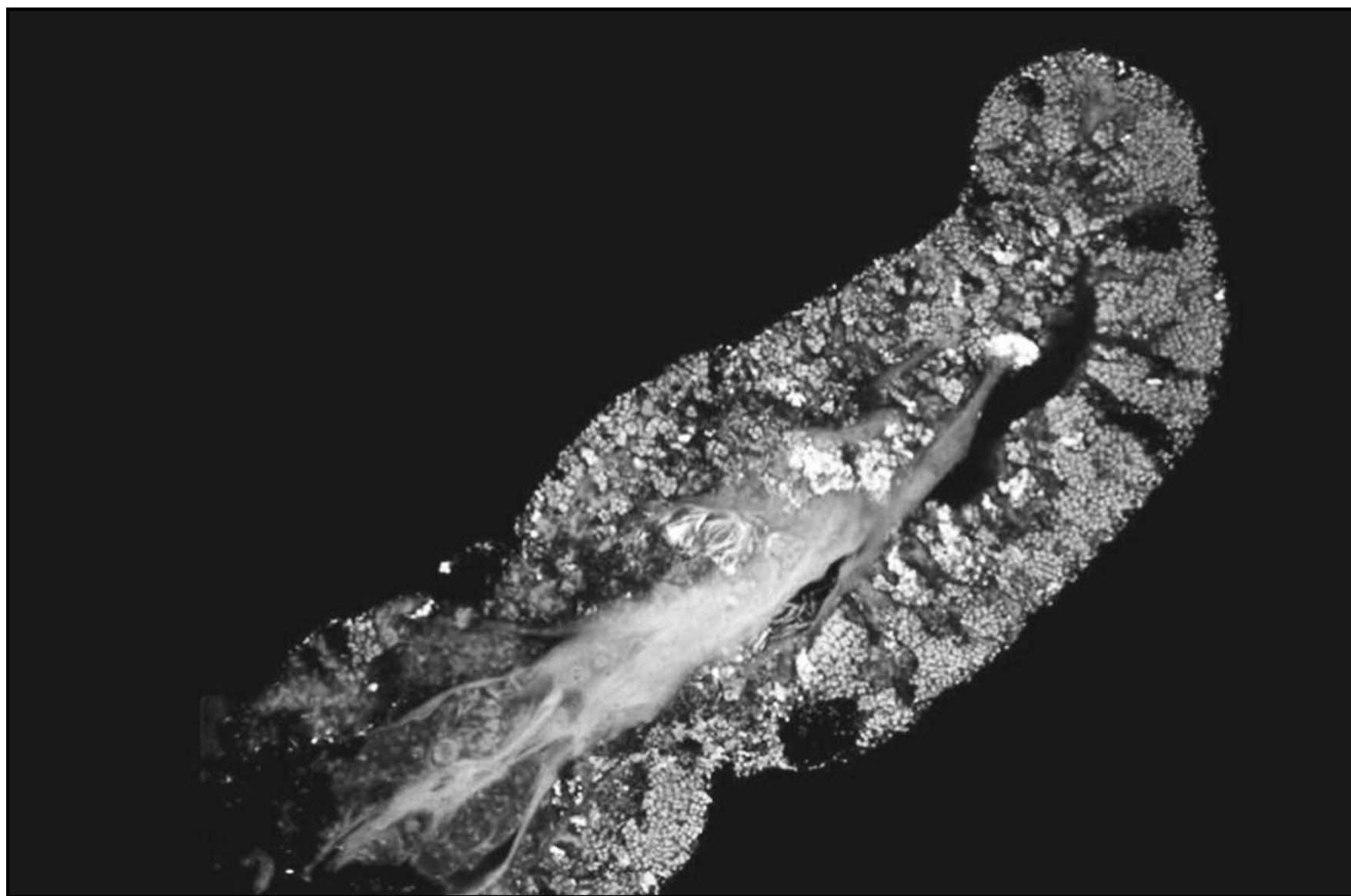
- A** “Miss Peregrine dangled a gloved hand in my direction and, when I failed to take it, noticed the rope that bound my wrists.” (paragraph 5)
- B** “I felt a flush of relief; maybe I wouldn’t have to explain myself after all.” (paragraph 9)
- C** “‘Now, if you don’t mind,’ Miss Peregrine said, ‘I need to have a word with Mr. Portman in private.’” (paragraph 16)
- D** “‘Well,’ I said, staring at the labyrinth of interlocking patterns woven into the carpet, ‘I guess I’m just realizing it now.’” (paragraph 40)

- 8 What is the **best** summary of the passage?
- A When Jacob is brought before Miss Peregrine, she identifies him as her friend’s grandson. As she questions Jacob, she also confirms some strange facts about herself. This causes Jacob to realize his grandfather’s “fairy tales” were true.
 - B Miss Peregrine laughs when one of her students makes an accusation against Jacob. She tells the student to prepare to be questioned on grammatical tenses. Miss Peregrine then questions Jacob about what he is doing on the island.
 - C After Emma brings Jacob to Miss Peregrine, they have a conversation. Jacob explains that he has been searching for Miss Peregrine and only recently realized she was dead. Miss Peregrine responds by telling him she prefers to be left alone.
 - D Jacob finally locates his grandfather’s old friend, Miss Peregrine. She confirms that she is also known as “the Bird.” Although concerned about offending Miss Peregrine, Jacob admits that he never fully believed his grandfather’s stories.

Read the passage “Check Out the Communities of Bacteria Living on Your Tongue.” Then answer the questions.

Check Out the Communities of Bacteria Living on Your Tongue

by Erin Garcia de Jesus



Used with permission.

Bacteria on a Tongue Cell

- 1 Lots of microbes live on human tongues. They're not all alike, however. They belong to many different species. Now scientists have seen what the neighborhoods of these germs look like. The microbes don't randomly settle on the tongue. They seem to have chosen particular sites. Knowing where each type tends to live on the tongue could help researchers learn how the microbes cooperate. Scientists might also use this information to learn how such germs keep their hosts—us—healthy.
- 2 Bacteria can grow in thick films, called biofilms. Their slimy covering helps the tiny beings stick together and hold on against forces that might attempt to wash them away. One example of a biofilm is the plaque that grows on teeth.
- 3 Researchers have now photographed bacteria that live on the tongue. They turned up different types that clustered in patches around individual cells on the tongue's surface. Just as a quilt is made from patches of fabric, the tongue is covered with different patches of bacteria. But within each small patch, the bacteria are all the same.

- 4 “It’s amazing, the complexity of the community that they build right there on your tongue,” says Jessica Mark Welch. She is a microbiologist at the Marine Biological Laboratory in Woods Hole, Mass.
- 5 Her team shared its discovery March 24 in *Cell Reports*.
- 6 Scientists usually hunt for fingerprints from DNA to find different types of bacteria. This helps experts uncover what types are present, such as on the tongue. But that method won’t map which live next to one another, Mark Welch says.
- 7 So she and her colleagues had people scrape the top of their tongues with a piece of plastic. What came off was a “frighteningly large amount of white-ish material,” Mark Welch recalls.
- 8 The researchers then labeled the germs with materials that glow when lit with a particular type of light. They used a microscope to make photos of the now-colored germs from the tongue gunk. Those colors helped the team see what bacteria lived next to each other.
- 9 The microbes are mostly grouped into a biofilm that is jam-packed with different types of bacteria. Each film covered a cell on the tongue’s surface. The bacteria in the film grow in groups. Together, they look like a patchwork quilt. But the sampled microbial quilt looked slightly different from one person to another. They also could vary from one area to another. Sometimes a particular colored patch was larger or smaller or showed up at some other site. In some samples, certain bacteria were simply absent.
- 10 These patterns suggest that single bacterial cells first attach to the surface of a tongue cell. The microbes then grow in layers of different species.
- 11 Over time, they form large clusters. By doing this, the bacteria create miniature ecosystems. And the different residents recruited to the community—the different species—point to the features that a vibrant microbial community needs to thrive.
- 12 The researchers found three types of bacteria in nearly everyone. These types tended to live at roughly the same place around tongue cells. One type, called *Actinomyces*, usually live close to the human cell at the center of the structure. Another type, called *Rothia*, lived in large patches toward the outside of the biofilm. A third kind, called *Streptococcus*, formed a thin outer layer.

13 Mapping where they live can point to what’s needed to support a healthy and beneficial ecosystem of these germs in our mouths. For example, *Actinomyces* and *Rothia* may be important for turning a chemical called nitrate into nitric oxide. Nitrate is found in leafy green vegetables. Nitric oxide helps blood vessels stay open and to control blood pressure.

“Check Out the Communities of Bacteria Living on Your Tongue” by Erin Garcia de Jesus. Copyright 2020 by Society for Science & the Public. Reproduced with permission of Society for Science & the Public via Copyright Clearance Center.

- 9 What is the effect of the word **neighborhoods** as it is used in paragraph 1?
- A It emphasizes the size of the groups of bacteria that live on the tongue.
 - B It highlights where on the tongue different kinds of bacteria can be found.
 - C It indicates the similarity among all microbes that live inside humans.
 - D It portrays the bacteria as individuals living beside each other as a communal unit.

10 Part A

Which statement **best** describes the author’s purpose for writing the passage?

- A to discuss that microbiologists have just begun to look at how bacteria form on the human tongue and that much is left to learn
- B to explain an effective technique that scientists are using to get a better understanding of how bacteria grow on human tongues
- C to describe the way bacteria mapping was developed and what it is being used for in current research studies
- D to argue that humans need to be more conscious of their actions that may affect the bacteria that live on their tongues

Part B

Which **two** details from the passage **best** support the answer to Part A?

- A “They’re not all alike, however.” (paragraph 1)
- B “Her team shared its discovery March 24 in *Cell Reports*.” (paragraph 5)
- C “The researchers then labeled the germs with materials that glow when lit with a particular type of light.” (paragraph 8)
- D “The bacteria in the film grow in groups.” (paragraph 9)
- E “For example, *Actinomyces* and *Rothia* may be important for turning a chemical called nitrate into nitric oxide.” (paragraph 13)

- 11** In what way does the author introduce the idea that the structured pattern in which bacteria grow was a significant and unexpected discovery by researchers?
- A** The author emphasizes how previous attempts of researchers to analyze tongue bacteria had failed to produce clear results.
 - B** The author includes a researcher’s reaction to seeing the results of tongue scrapings.
 - C** The author contrasts the results of the study with the outcome that researchers originally anticipated.
 - D** The author highlights the benefits of the method a researcher used in the study as opposed to typical methods used in the past.

12 Part A

Read these two sentences from the passage.

Paragraph 1, Sentence 7:

Knowing where each type tends to live on the tongue could help researchers learn how the microbes cooperate.

Paragraph 13, Sentence 1:

Mapping where they live can point to what's needed to support a healthy and beneficial ecosystem of these germs in our mouths.

How do these details **best** help to support the author's main purpose in the passage?

- A** They suggest that the scope of the studies is too limited to understand which bacteria most affect human health.
- B** They emphasize that the study resulted in knowledge gains that may lead to improved health in humans.
- C** They indicate the importance of locating the position of bacteria on the tongue.
- D** They highlight that the kinds of bacteria found in the mouth need to work together in order to be helpful to humans.

Part B

Which detail from the passage **best** supports the answer to Part A?

- A** The kinds and quantities of bacteria vary between individuals that were studied.
- B** Biofilm contains many different types of bacteria in a single sample.
- C** Compounds in food are affected by bacteria in ways that assist in blood vessel function.
- D** Bacteria grow in clusters around single cells on a human tongue.

- 13** Paragraphs 4 through 9 develop the ideas in the passage by highlighting
- A** how bacteria found on the tongue respond to being treated by a special material that glows when exposed to a certain form of light.
 - B** that one scientist in particular was more responsible for discoveries made about bacteria on the tongue than other scientists on the same team.
 - C** why a team of scientists thought studying the bacteria that live on the tongue could reveal information that would have beneficial applications.
 - D** how a team of scientists pioneered a new way of studying bacteria on the tongue and gained valuable information as a result of this work.
- 14** How does the word **ecosystems** as it is used in paragraph 11 affect understanding of key concepts in the passage?
- A** It shows how the specific arrangement of bacteria on the tongue allows each type to grow well.
 - B** It emphasizes which bacteria found on the tongue are dependent on other types of bacteria.
 - C** It indicates that bacteria found on the tongue provide and extract different nutrients to and from tongue cells.
 - D** It highlights the various requirements that must be met for bacteria to survive on the tongue.
- 15** How does paragraph 13 contribute to the idea that mapping bacteria can have practical medical significance?
- A** The paragraph provides a specific example of how bacteria affect human bodily functions.
 - B** The paragraph shows how bacteria can survive inside a human host.
 - C** The paragraph highlights where certain chemicals that the body needs can be found in nature.
 - D** The paragraph explains how a person's diet plays a large part in what bacteria can live in the human mouth.

16 Part A

Which **two** statements **best** describe central ideas in the passage?

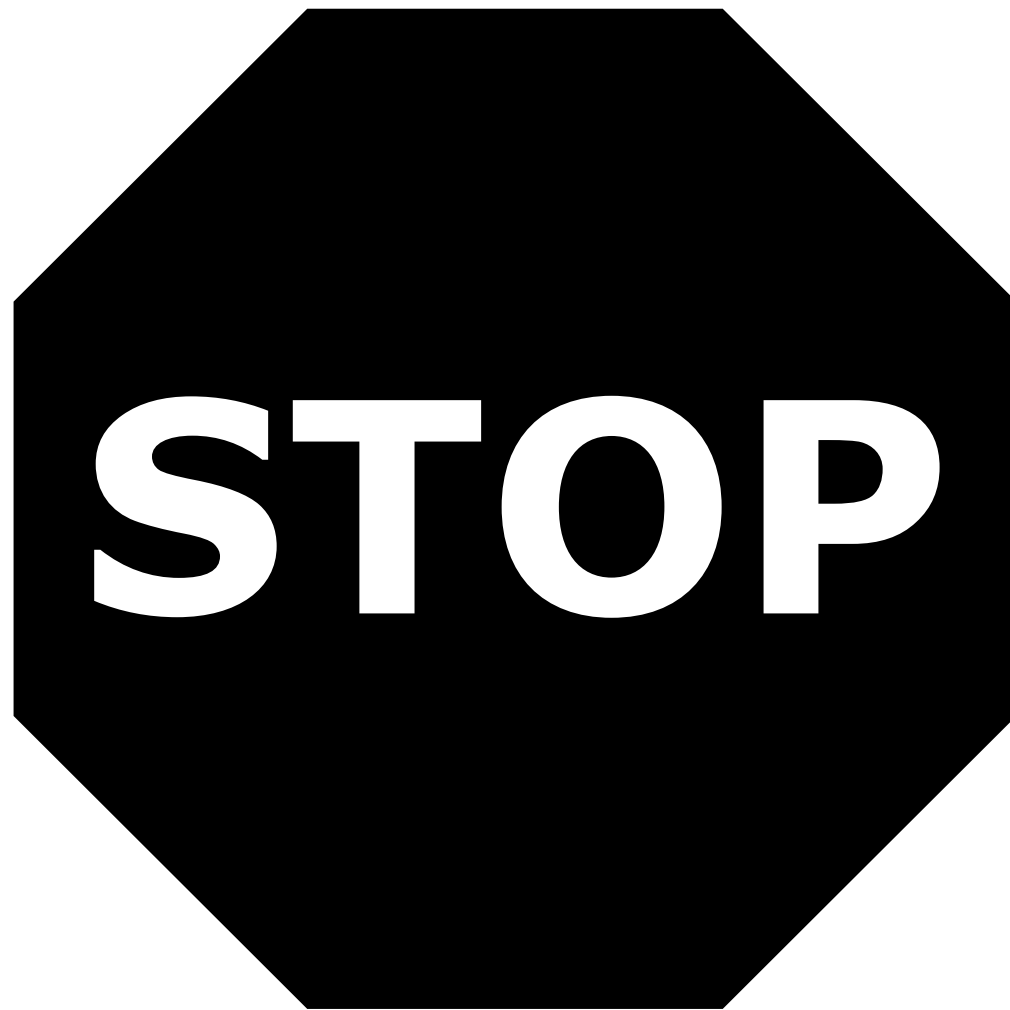
- A** A wide variety of useful microbes live on the human tongue.
- B** Bacteria cause plaque on teeth, which can be harmful.
- C** Researchers found three types of bacteria on nearly every tongue.
- D** Understanding how bacteria coexist in humans can be helpful to people.
- E** Scrapings of human tongues provided material for researchers to study.

Part B

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

- A** “They belong to many different species.” (paragraph 1)
- B** “Scientists might also use this information to learn how such germs keep their hosts—us—healthy.” (paragraph 1)
- C** “One example of a biofilm is the plaque that grows on teeth.” (paragraph 2)
- D** “So she and her colleagues had people scrape the top of their tongues with a piece of plastic.” (paragraph 7)
- E** “What came off was a ‘frighteningly large amount of white-ish material,’ Mark Welch recalls.” (paragraph 7)





You have come to the end of Section 1 of the test. Review your answers from Section 1 only.



Section 2

Directions:

Today, you will take Section 2 of the Grade 7 English Language Arts/Literacy Practice Test.

Read each passage and question. Then, follow the directions to answer each question. Circle the answer or answers you have chosen in your test book. If you need to change an answer, be sure to erase your first answer completely.

One of the questions may ask you to write a response. Write your response in the space provided in your test book. Only responses written within the space provided 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 Section ONLY. Do not go past the stop sign.

Today you will read a passage from *Peak* as well as a passage from *Tower of the Five Orders*. Then you will answer questions about the selections and write a response in which you analyze both texts.

Read the passage from the novel *Peak*. Then answer the questions.

from *Peak*

by Roland Smith

- 1 I was only two-thirds up the wall when the sleet started to freeze onto the black terra-cotta.
- 2 My fingers were numb. My nose was running. I didn't have a free hand to wipe my nose, or enough rope to rappel about five hundred feet to the ground. I had planned everything out so carefully, except for the weather, and now it was uh-oh time.
- 3 A gust of wind tried to peel me off the wall. I dug my fingers into the seam and hugged the terra-cotta until it passed.
- 4 I should have waited until June to make the ascent, but no, moron has to go up in March. Why? Because everything was ready and I have a problem with waiting. I had studied the wall, built all my custom protection, and picked the date. I was ready. And if the date passed I might not try it at all. It doesn't take much to talk yourself out of a stunt like this. That's why there are over six billion people sitting safely inside homes and one . . .
- 5 "Moron!" I shouted.
- 6 Option #1: Finish the climb. Two hundred sixty-four feet up, or about a hundred precarious fingerholds (providing my fingers didn't break off like icicles).
- 7 Option #2: Climb down. A little over five hundred feet, two hundred fifty fingerholds.
- 8 Option #3: Wait for rescue. Scratch that option. No one knew I was on the wall. By morning (providing someone actually looked up and saw me) I would be an icy gargoyle. And if I lived my mom would drop me off the wall herself.
- 9 Up it is, then.
- 10 I timed my moves between vicious blasts of wind, which were becoming more frequent the higher I climbed. The sleet turned to hail, pelting me like a swarm of frozen hornets. But the worst happened about thirty feet from the top, fifteen measly fingerholds away.

- 11 I had stopped to give the lactic acid searing my shoulders and arms a chance to simmer down. I was mouth breathing (partly from exertion, partly from terror), and I told myself I would make the final push as soon as I caught my breath.
- 12 While I waited, a thick mist drifted in around me. The top of the wall disappeared, which was just as well. When you're tired and scared, thirty feet looks about the length of two football fields, and that can be pretty demoralizing. Scaling a wall happens one foothold and one handhold at a time. Thinking beyond that can weaken your resolve, and it's your will that gets you to the top as much as your muscles and climbing skills.
- 13 Finally, I started breathing through my runny nose again. Kind of snorting, really, but I was able to close my mouth every other breath.
- 14 *This is it*, I told myself. *Fifteen more handholds and I've topped it.*
- 15 I reached up for the next seam and encountered a little snag. Well, a big snag really . . .
- 16 My right ear and cheek were frozen to the wall.
- 17 To reach the top you must have resolve, muscles, skill, and . . .
- 18 A FACE!
- 19 Mine was anchored to that wall like a bolt, and a portion of it stayed there when I gathered enough *resolve* to tear it loose. Now I was mad, which was exactly what I needed to finish the climb.
- 20 Cursing with every vertical lunge, I stopped about four feet below the edge, tempted to tag this monster with the blood running down my neck. But instead I took the mountain stencil out of my pack (cheating, I know, but you have to have two free hands to do it freehand), slapped it on the wall, and filled it in with blue spray paint.
- 21 This is when the helicopter came up behind me and nearly blew me off the wall.
- 22 "You are under arrest!" an amplified voice shouted above the deafening rotors.
- 23 I looked down. Most of the mist had been swirled away by the chopper rotors, and for the first time in an hour I could see the busy street eight hundred feet below the skyscraper.
- 24 A black rope dropped down next to me, and two alarmed and angry faces leaned over the edge of the roof.
- 25 "Take the rope!"

26 I wasn't about to take the rope four feet away from my goal. I started up.

27 "Take the rope!"

28 When my head reached the top of the railing they hauled me up and cuffed my wrists behind my back. They were wearing SWAT gear and NYPD baseball caps, and there were a lot of them.

29 One of the cops leaned close to my bloody ear. "What were you thinking?" he said, then jerked me to my feet and handed me off to a regular street cop.

Peak by Roland Smith. Copyright 2007 by Houghton Mifflin Harcourt Publishing Company. Reproduced with permission of Houghton Mifflin Harcourt Publishing Company via Copyright Clearance Center.

1 Part A

The setting of the passage from *Peak* is important because it

- A** provides the conflict the narrator faces.
- B** reveals the narrator's hidden motives.
- C** reveals details about the narrator's life.
- D** allows the narrator to use climbing terms.

Part B

Which quotation from the passage **best** supports the answer to Part A?

- A** "I dug my fingers into the seam and hugged the terra-cotta until it passed."
(paragraph 3)
- B** "Because everything was ready and I have a problem with waiting."
(paragraph 4)
- C** "And if the date passed I might not try it at all." (paragraph 4)
- D** "A little over five hundred feet, two hundred fifty fingerholds." (paragraph 7)

2 Part A

What does **demoralizing** mean in paragraph 12 of the passage from *Peak*?

- A** teaching a lesson
- B** taking away courage
- C** requiring patience
- D** helpful for measuring

Part B

Which quotation from paragraph 12 **best** supports the answer to Part A?

- A** "When you're tired and scared . . ."
- B** ". . . the length of two football fields . . ."
- C** "Scaling a wall happens. . ."
- D** ". . . one foothold and one handhold at a time."

- 3 How does paragraph 22 of the passage from *Peak* contribute to the structure of the passage?
- A It makes the reader aware that the narrator is engaged in illegal activity.
 - B It helps the reader understand that the narrator is no longer in danger.
 - C It gives the reader more information about where the action takes place.
 - D It introduces the reader to a new character who creates the conflict.

GO ON TO NEXT PAGE

Read the passage. Then answer the questions.

from *Tower of the Five Orders*

by Deron R. Hicks

Carbondale, Pennsylvania
Secure-Tite Specialty Storage
Tuesday, April 17
2:05 p.m.

- 1 "Unit number?"
- 2 "Two hundred thirty-five."
- 3 "Name in which the unit is registered?"
- 4 "Reginald Whitmore."
- 5 "Identification, please."
- 6 Whitmore placed his driver's license into the sliding drawer and pushed the drawer back under the inch-thick bulletproof glass. The clerk checked the identification, entered some information into the computer, and returned the license.
- 7 "Please enter your code on the keypad," the clerk said.
- 8 Whitmore punched in his five-digit code. The light on the keypad turned green.
- 9 "Thank you, Mr. Whitmore," the clerk replied as the secure door opened.
- 10 Whitmore picked up his briefcase and stepped through the doorway. He walked to the elevator and pressed the call button. He did not mind the security precautions. To the contrary, that was one of the primary reasons he had selected this particular facility. Security, however, was only one of its aspects that had interested him. The facility served a specialized clientele—antique dealers, art collectors, and anyone else who needed to store delicate items of value under proper conditions. The entire facility was maintained at a constant temperature of seventy-two degrees and a humidity level of fifty percent. Its fire-suppression system was based on foam, not water. The facility's owners understood that antique tables and ancient oil paintings do not respond well to a dousing of water. The air was recirculated at least twice a day through specialized filters that removed any trace of airborne contaminants that might damage the precious items stored within.

- 11 The elevator pinged and the door opened. Whitmore stepped in and pushed the button for the second floor. The trip took less than five seconds. Once the elevator door opened, Whitmore stepped out, turned right, and headed to unit 235. Upon reaching it, he punched a code into the keypad adjacent to the unit's door.
- 12 There was a slight pause, then . . . *click click click*.
- 13 The door unlocked. Whitmore stepped inside, turned on the light, and shut the door.
- 14 Another short pause, then . . . *click click click*.
- 15 The door was secure once again.
- 16 Whitmore looked around the room. Several pieces of antique furniture were arranged neatly against the walls. One particular piece towered over the rest—an early-eighteenth-century armoire. Heavy and thick, it stood at least eight feet tall and six feet wide. It seemed impossibly deep. Made of chestnut, the wood glowed with a patina that could have been achieved only by centuries of care and use. Whitmore walked over to the armoire and opened wide its large doors.
- 17 He stood back and admired his collection.
- 18 It had taken years to assemble: pages from illuminated manuscripts, old maps, papyrus scrolls, and rare books that had languished for far too long on forgotten shelves. His position allowed him access to some of the most prestigious libraries and collections of ancient books and manuscripts across the globe. Access had been important. Patience, however, had been the true key to building his collection.
- 19 *Don't get greedy*, he had told himself frequently. And he had not.
- 20 He had passed on opportunities to add many, many items to his collection. And his patience had paid off. The opportunities inevitably presented themselves. People were lazy, sloppy, and easily distracted.
- 21 And they trusted him.
- 22 After all these years, no one suspected. Not a single librarian. Not a single curator. Not a single collector.
- 23 No one.
- 24 His acquisition process was decidedly low tech but effective: wait until no one was paying attention, then simply slip the book, manuscript, or map into the hidden compartment in his briefcase. Using this process, he had built an impressive collection. But it had its limits. He would never be a member of the

Roxburghe Club. His collection would never rival many of the private collections held across the globe. Put together by kings, industrialists, and tyrants, those collections were symbols of power and wealth—nothing more. His collection would always pale in comparison.

25 Whitmore grinned. *Until now.*

26 *Now, he thought, I have something that only one other person on the planet has.*

27 Whitmore opened his briefcase, pulled out a large aluminum notebook, and placed it on a small table next to the armoire. He opened the notebook to reveal a single document. He took a pair of tweezers from a drawer and carefully lifted the fragile document. He placed it on a piece of green felt on the table.

28 *Magnificent.*

29 This single page, he knew, would be the crowning jewel of any collection—an actual page from a manuscript in William Shakespeare’s own hand. He relished the thought of all the collectors, libraries, and curators who would give anything—pay anything—to have the document that now lay in front of him.

Tower of the Five Orders by Deron R. Hicks. Copyright 2013 by Houghton Mifflin Harcourt Publishing Company. Reproduced with permission of Houghton Mifflin Harcourt Publishing Company via Copyright Clearance Center.

4 Part A

In paragraph 10 of the passage from *Tower of the Five Orders*, the word **contrary** means to have feelings that are

- A** negative.
- B** awkward.
- C** opposite.
- D** unhelpful.

Part B

Which quotation from paragraph 10 **best** supports the answer to Part A?

- A** “. . . stepped through the doorway.”
- B** “. . . did not mind the security precautions.”
- C** “. . . he had selected this particular facility.”
- D** “. . . was only one of its aspects . . .”

5 How do paragraphs 1 through 9 of the passage from *Tower of the Five Orders* **mainly** contribute to the plot?

- A** They reassure the reader that the facility takes good care of Whitmore’s items.
- B** They indicate to the reader that Whitmore and the clerk do not know each other.
- C** They make the reader curious about Whitmore’s identity and purpose for visiting the facility.
- D** They cause the reader to experience the impatience Whitmore feels over the check-in process.

6 Part A

Based on the passage from *Tower of the Five Orders*, which phrase **best** describes how Whitmore views his own actions?

- A** with pride
- B** with anxiety
- C** with amusement
- D** with guilt

Part B

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

- A** “The entire facility was maintained at a constant temperature of seventy-two degrees and a humidity level of fifty percent.” (paragraph 10)
- B** “*Don’t get greedy*, he had told himself frequently. And he had not.” (paragraph 19)
- C** “His acquisition process was decidedly low tech but effective: wait until no one was paying attention, then simply slip the book, manuscript, or map into the hidden compartment in his briefcase.” (paragraph 24)
- D** “*Now*, he thought, *I have something that only one other person on the planet has.*” (paragraph 26)

7 Part A

Based on the passage from *Tower of the Five Orders*, which **two** factors have led to Whitmore's success in establishing his collection?

- A** He knows many collectors do not understand the true value of their items.
- B** He steals items only when others will not notice.
- C** He has an armoire that is big enough to store many manuscript pages.
- D** He avoids stealing items that are in high demand.
- E** He has a job that requires him to visit important libraries and book collectors.

Part B

Which **two** quotations from the passage **best** support the answer to Part A?

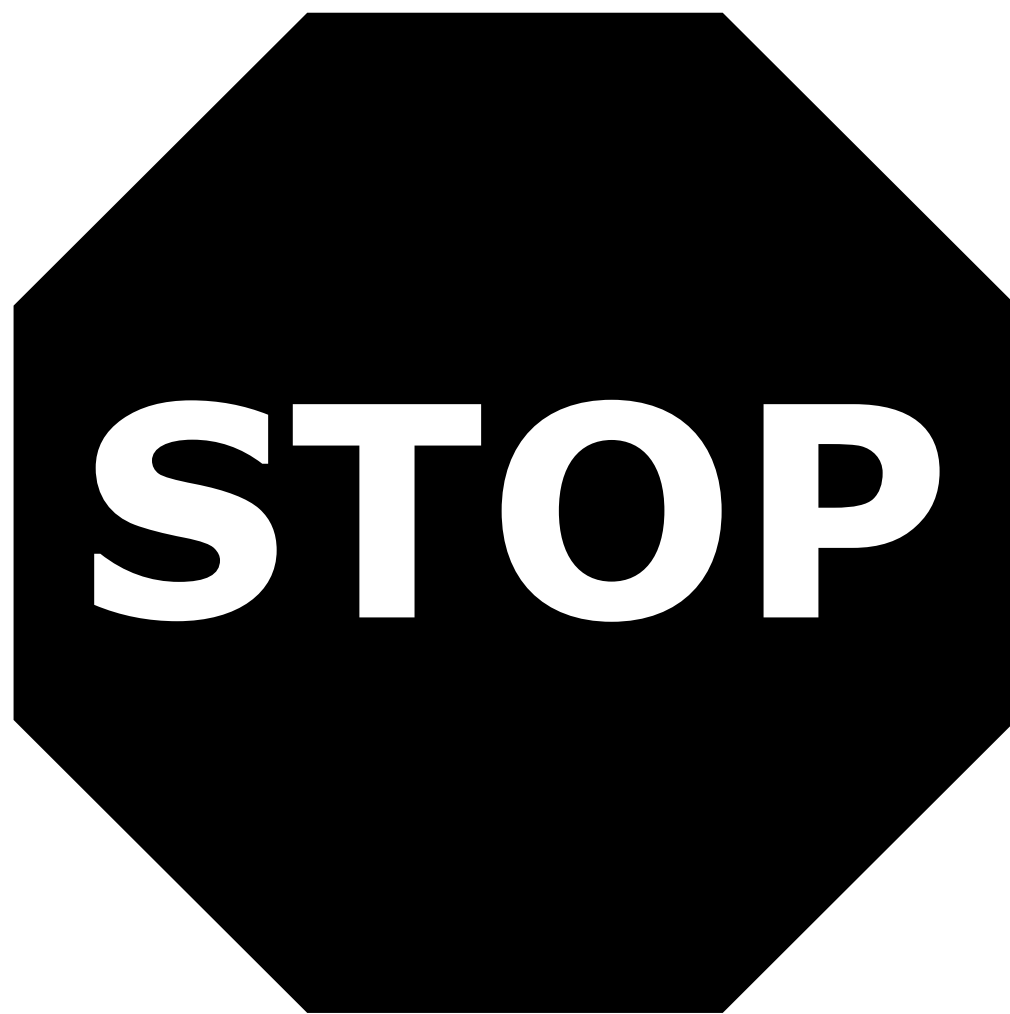
- A** "Heavy and thick, it stood at least eight feet tall and six feet wide."
(paragraph 16)
- B** "He stood back and admired his collection." (paragraph 17)
- C** "His position allowed him access to some of the most prestigious libraries and collections of ancient books and manuscripts across the globe."
(paragraph 18)
- D** "He had passed on opportunities to add many, many items to his collection."
(paragraph 20)
- E** "His collection would never rival many of the private collections held across the globe." (paragraph 24)

Refer to the passages from *Peak* and from *Tower of the Five Orders*. Then answer the questions.

- 8 Which character trait do **both** the narrator in the passage from *Peak* and Reginald Whitmore in the passage from *Tower of the Five Orders* have in common?
- A Both consider themselves smarter than other people.
 - B Both are determined to achieve personal success.
 - C Both are willing to wait for the perfect moment before taking action.
 - D Both want to leave behind evidence of their activities for others to see.

GO ON TO NEXT PAGE

- 9 The main characters in the passages from *Peak* and from *Tower of the Five Orders* are both adventurous in their own ways. Write a narrative that describes a meeting between the two characters where they describe their adventures and their different interpretations of success. Develop your narrative using well-chosen details and narrative techniques. Use details from **both** passages to support the events in your narrative.



You have come to the end of Section 2 of the test. Review your answers from Section 2 only.



GO ON TO NEXT PAGE

Section 3

Directions:

Today, you will take Section 3 of the Grade 7 English Language Arts/Literacy Practice Test.

Read each passage and question. Then, follow the directions to answer each question. Circle the answer or answers you have chosen in your test book. If you need to change an answer, be sure to erase your first answer completely.

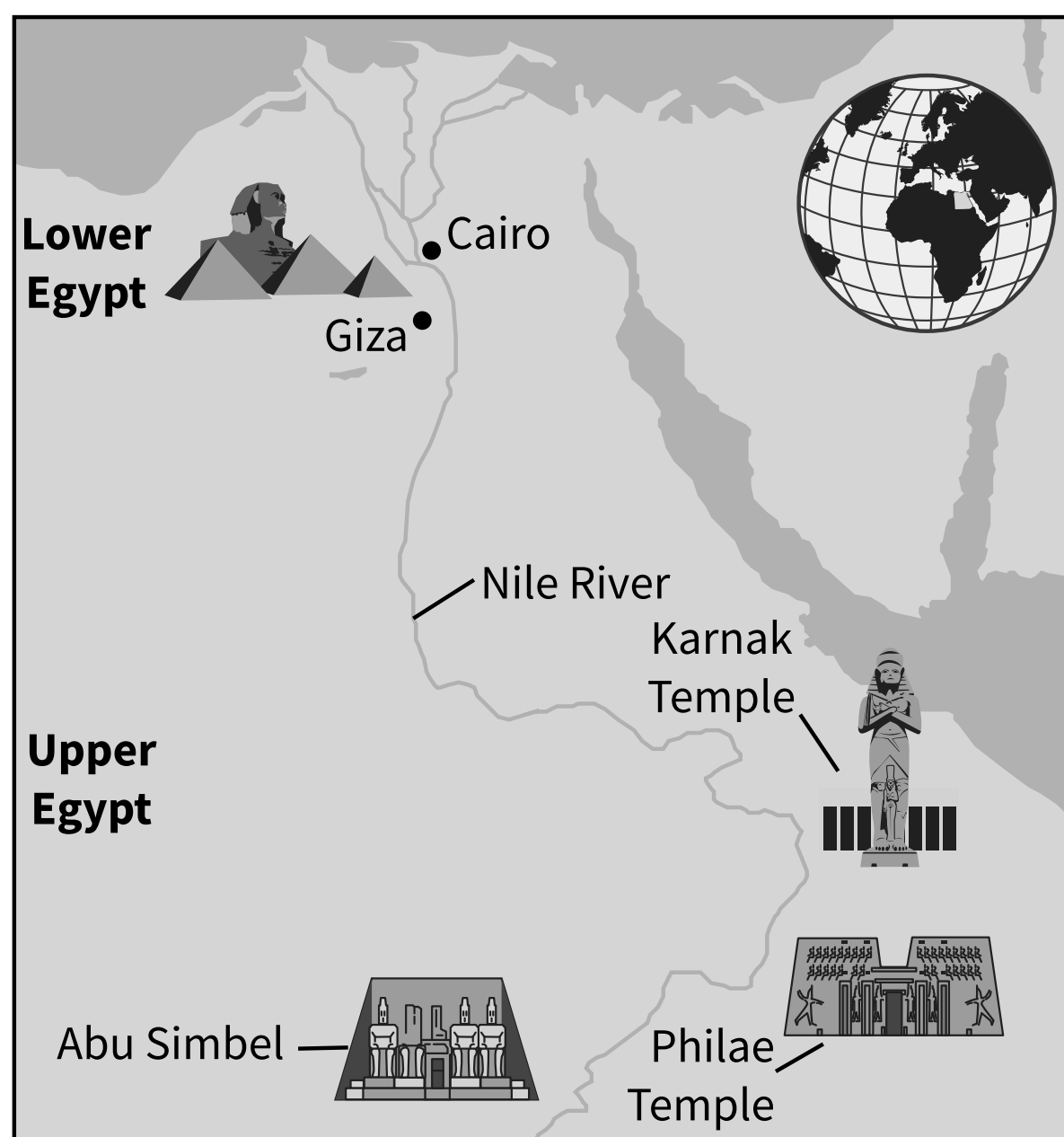
One of the questions may ask you to write a response. Write your response in the space provided in your test book. Only responses written within the space provided will be scored.

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 Section ONLY. Do not go past the stop sign.

Read the passages. You will then answer questions about the passages and write a response.

Guardian on the Plateau

by Salima Ikram and Janice Kamrin



- 1 Just outside the city of Cairo lie the pyramids of Giza—three of the best-known monuments in the world. There, too, nestled in a hollow at the foot of the plateau is a huge statue in the form of a strange half-lion, half-human beast. This is the Great Sphinx, guardian of the Giza pyramids. Its head and neck are in the shape of a man wearing a striped headcloth that flares out to the sides and falls over the shoulders, with a pigtail in the back. This type of headcloth is called a *nemes* and was worn only by kings. A rearing cobra, called the *uraeus*, adorns the king's forehead. The ancient Egyptians believed this snake protected the king and was always ready to spit fire and poison at his enemies. The body of the Sphinx is in the shape of a crouching lion, with his tail curled around his right side.

Carved of Living Rock

- 2 The largest statue ever sculpted, the Sphinx is 235 feet long and 66 feet tall. Instead of using separate stone blocks to fashion the gigantic creature, artisans carved it from the living rock of the plateau. The Sphinx is actually limestone

that is still attached to the ground along its belly and legs. It reclines in the middle of a quarry. This quarry was not used just to build the Sphinx. Workers used many of its stones to build the pyramids and some of the temples associated with them.

- 3 The Sphinx was carved with very simple tools. Among them were copper chisels and pounders of harder stone such as granite and diorite to knock off bits and pieces of the limestone. To do the final shaping and to smooth the surface, the master artisans used sand and sandstone.

Colors With Meaning

- 4 The entire statue was painted. The stripes of the *nemes* were painted blue and yellow, and bits of red paint can still be seen on the face. Statues and paintings of Egyptian men have reddish-brown skin to show that they spent a lot of time in the sun.
- 5 The body of the Sphinx probably would have been painted golden-yellow, to look like a lion's fur. The red and yellow paint was made of ochers, which are soft, colored minerals found in the deserts of Egypt. The blue was probably made from azurite, a mineral found in the Sinai Peninsula. To paint, Egyptian artists would have used very large brushes that were made of reeds or palm fibers.
- 6 Parts of the body—those made of the softer limestone—started to fall apart in ancient times. Workers repaired the damage with blocks of stone. These repairs, however, have had to be made again and again. The last time was in the 1990s.

A Temple for the Creature

- 7 The structure in front of the Sphinx is called the Sphinx Temple. It has a courtyard with 24 granite pillars, a sacred chamber facing east, and another sacred chamber facing west. The floor was made of Egyptian alabaster, a beautiful creamy stone that came from Middle Egypt. The temple was never completely finished, and some scholars think that it was never actually used.



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The Sphinx Temple stretches out in front of the paws of the Sphinx. Like the Sphinx itself, it was carved out of the limestone plateau and then had more stones attached to it.

- 8 For thousands of years, people have been fascinated by this curious creature. They have wondered about who made it and tried to figure out what it meant. Most archaeologists agree that it was carved in about 2550 B.C. for Khafre, the king who built the middle pyramid on the Giza Plateau. Some, however, suggest that the Sphinx might be Khufu, Khafre's father.
- 9 Whether it was Khufu or Khafre who had the Sphinx carved is not as important as the message the statue was meant to convey. It represented the king as a god, with the wisdom of a human and the power of a lion, the mightiest of all beasts. Sphinxes were also linked to the sun. The Great Sphinx was associated with the god Horemakhet, the god Horus in the Horizon. This was the sun as it rose each morning and set each evening.
- 10 The sun would have been worshipped in the Sphinx Temple, with the rising sun honored in the eastern sanctuary and the setting sun in the western sanctuary. Through its connection with the sun, the Sphinx itself would also have been worshipped in the temple. At the same time, the Sphinx might have represented the king praising his spiritual father, the sun god, for eternity.

"Guardian on the Plateau" by Salima Ikram and Janice Kamrin. Copyright January 2008 by Cobblestone Publishing Company. Reproduced with permissions of Cobblestone Publishing Company via the Copyright Clearance Center.

- 1** In paragraph 10, the word **sanctuary** refers to a place of
- A** labor.
 - B** wealth.
 - C** prayer.
 - D** study.
- 2** Which **two** quotations from the passage **best** explain why the Sphinx was built?
- A** “This quarry was not used just to build the Sphinx. Workers used many of its stones to build the pyramids and some of the temples associated with them.” (paragraph 2)
 - B** “Statues and paintings of Egyptian men have reddish-brown skin to show that they spent a lot of time in the sun.” (paragraph 4)
 - C** “The floor was made of Egyptian alabaster, a beautiful creamy stone that came from Middle Egypt. The temple was never completely finished, and some scholars think that it was never actually used.” (paragraph 7)
 - D** “Most archaeologists agree that it was carved in about 2550 B.C. for Khafre, the king who built the middle pyramid on the Giza Plateau. Some, however, suggest that the Sphinx might be Khufu, Khafre’s father.” (paragraph 8)
 - E** “At the same time, the Sphinx might have represented the king praising his spiritual father, the sun god, for eternity.” (paragraph 10)

The Great Wall of China



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- 1 The Great Wall of China, perhaps the most recognizable symbol of China and its long and vivid history, was originally conceived by Emperor Qin Shi Huang in the third century B.C. as a means of preventing attacks from barbarian nomads. The best-known and best-preserved section of the Great Wall was built in the 14th through 17th centuries A.D. during the Ming dynasty. Though the Great Wall never effectively prevented invaders from entering China, it came to function as a powerful symbol of the Chinese civilization's enduring strength.

Qin Dynasty Construction

- 2 Though the beginning of the Great Wall of China can be traced to the third century B.C., many of the fortifications¹ date from hundreds of years earlier, when China was divided into a number of individual kingdoms.
- 3 Around 220 B.C., Qin Shi Huang, the Qin Dynasty's first emperor of a unified China, ordered that earlier fortifications between states be removed and a number of existing walls along the northern border be joined into a single system that would extend for more than 10,000 li (a li is about one-third of a mile) and protect China against aggressions from the north.
- 4 Construction of the "Wan Li Chang Cheng," or 10,000-Li-Long Wall, was one of the most ambitious building projects ever undertaken by any civilization. The famous Chinese general Meng Tian directed the project, and was said to have used a massive army of soldiers, convicts and commoners² as workers.

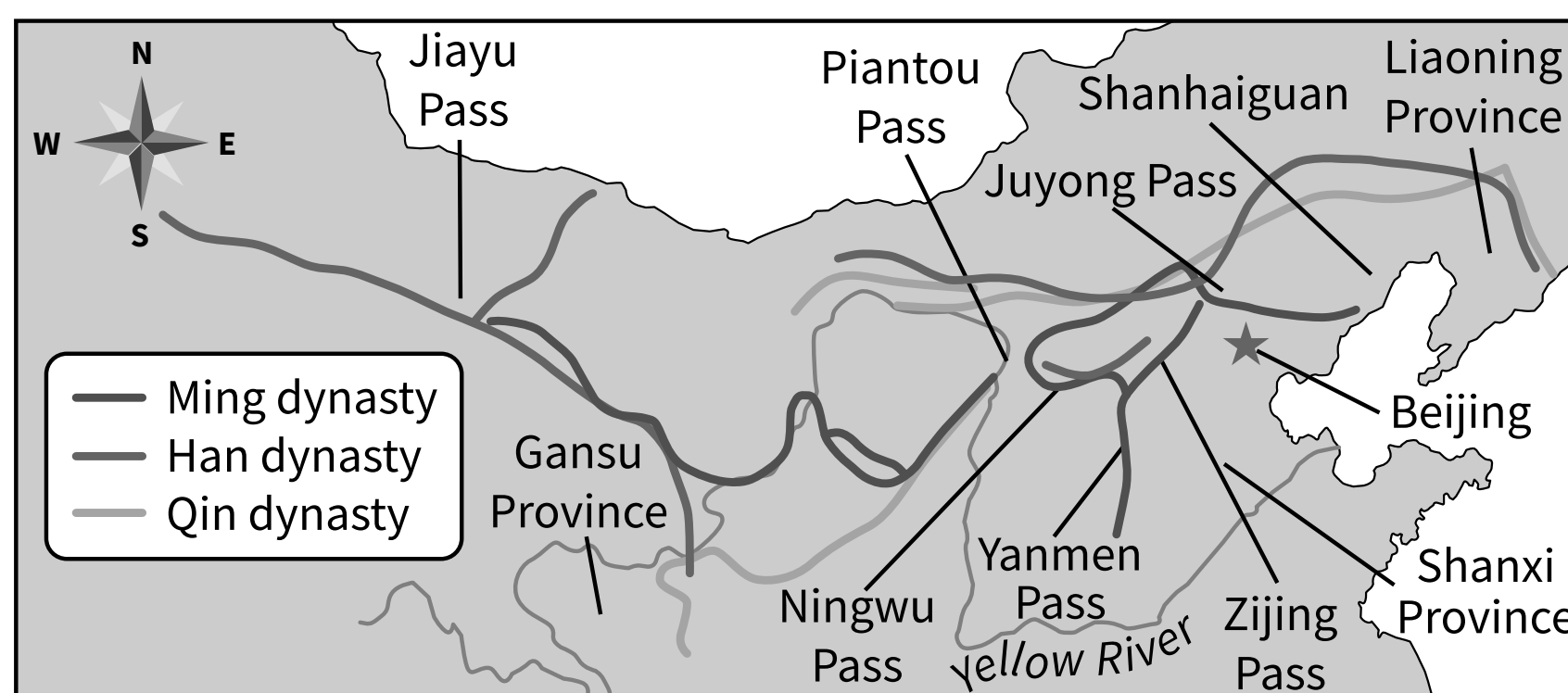
¹**fortifications:** defensive walls

²**commoners:** ordinary people without ranks or titles

- 5 Made mostly of earth and stone, the wall stretched from the China seaport of Shanhaiguan to Gansu province, more than 3,000 miles west. In some strategic areas, sections of the wall overlapped for maximum security.
- 6 From a base of 15 to 50 feet, the Great Wall rose some 15 to 30 feet high and was topped by ramparts 12 feet or higher; guard towers were distributed at intervals along it.

Wall Building During the Ming Dynasty

- 7 The Great Wall of China as it exists today was constructed mainly during the Ming Dynasty (1368-1644). The period saw an immense amount of construction in addition to the Great Wall, including bridges, temples and pagodas.
- 8 The construction of the Great Wall as it is known today began around 1474. After an initial phase of expansion, Ming rulers extended the wall from the Yalu River in Liaoning Province to the eastern bank of the Taolai River in Gansu Province, and wended its way from east to west through today's Liaoning, Hebei, Tianjin, Beijing, Inner Mongolia, Shanxi, Shaanxi, Ningxia and Gansu.



Sections of the Great Wall of China as constructed by dynasty

- 9 Starting west of Juyong Pass, the Great Wall was split into south and north lines, respectively named the Inner and Outer Walls. Strategic “passes” (i.e., fortresses) were placed along the wall. The Juyong, Daoma and Zijing passes, closest to Beijing, were named the Three Inner Passes, while the Three Outer Passes, located further west, were Yanmen, Ningwu and Piantou.
- 10 All six passes were heavily garrisoned during the Ming period and considered vital to the defense of the capital.

Significance of the Great Wall of China

- 11* In the mid-17th century, the Manchus from central and southern Manchuria broke through the Great Wall, eventually forcing the fall of the Ming Dynasty and beginning of the Qing Dynasty.
- 12* Between the 18th and 20th centuries, the Great Wall emerged as the most common emblem of China for the Western world. Today, the Great Wall is generally recognized as one of the most impressive architectural feats in human history. In 1987, UNESCO designated the Great Wall a World Heritage site.
- 13* Over the years, roadways have been cut through the wall in various points, and many sections have deteriorated after centuries of neglect. The best-known section of the Great Wall of China—Badaling, located 43 miles (70 km) northwest of Beijing—was rebuilt in the late 1950s, and attracts thousands of national and foreign tourists daily.

Courtesy of A+E Networks

- 3 What is the meaning of the word **strategic** as it is used in paragraph 5?
- A of historic importance
 - B of chosen isolation
 - C of natural design
 - D of defensive advantage
- 4 Which **two** central ideas are **best** supported by details in the passage?
- A The part of the Great Wall in the best condition was built during the Ming dynasty.
 - B The emperor Qin Shi Huang wanted to protect a unified China from northern invaders.
 - C Six passes were heavily guarded by many soldiers to help defend the capital of Beijing.
 - D The Manchus broke through the wall which led to the fall of the Ming dynasty.
 - E The popular Badaling section of the Great Wall was rebuilt nearly seventy years ago.

Refer to the passages “Guardian on the Plateau” and “The Great Wall of China.”
Then answer the questions.

5 Part A

Which statement **best** explains an important difference between the Great Sphinx and the Great Wall of China?

- A** The Great Sphinx was built to provide protection, but the Great Wall was not originally meant to protect China from its enemies.
- B** The Great Sphinx was repaired repeatedly after being built, but the Great Wall has never been repaired.
- C** The Great Sphinx was built to have symbolic importance for the Egyptians, but the Great Wall only became symbolic to China centuries after it was built.
- D** The Great Sphinx required stone from all around Egypt, but the Great Wall needed only materials gathered from one province of China.

Part B

Select **two** quotations, one from each passage, that **best** support the answer to Part A.

- A** “The ancient Egyptians believed this snake protected the king and was always ready to spit fire and poison at his enemies.” (“Guardian on the Plateau,” paragraph 1)
- B** “Parts of the body—those made of the softer limestone—started to fall apart in ancient times.” (“Guardian of the Plateau,” paragraph 6)
- C** “It represented the king as a god, with the wisdom of a human and the power of a lion, the mightiest of all beasts.” (“Guardian of the Plateau,” paragraph 9)
- D** “Made mostly of earth and stone, the wall stretched from the China seaport of Shanhaiguan to Gansu province, more than 3,000 miles west.” (“The Great Wall of China,” paragraph 5)
- E** “All six passes were heavily garrisoned during the Ming period and considered vital to the defense of the capital.” (“The Great Wall of China,” paragraph 10)
- F** “Between the 18th and 20th centuries, the Great Wall emerged as the most common emblem of China for the Western world.” (“The Great Wall of China,” paragraph 12)

- 6 You have read “Guardian on the Plateau” and “The Great Wall of China.” Write a response analyzing the purpose for building each of these structures and how the structures are similar or different. Support your response with specific details from **both** passages.



You have come to the end of Section 3 of the test. Review your answers from Section 3 only.



GO ON TO NEXT PAGE

Section 4

Directions:

Today, you will take Section 4 of the Grade 7 English Language Arts/Literacy Practice Test.

Read each passage and question. Then, follow the directions to answer each question. Circle the answer or answers you have chosen in your test book. If you need to change an answer, be sure to erase your first answer completely.

One of the questions may ask you to write a response. Write your response in the space provided in your test book. Only responses written within the space provided 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 Section ONLY. Do not go past the stop sign.

Today you will read the passage from “Seventh Grade” and the poem “Oranges.” Then you will answer questions about the selections and write a response in which you analyze both texts.

Victor has recently started attending a new school where he hopes to make friends with a girl named Teresa. Read the passage from “Seventh Grade.” Then answer the questions.

from “Seventh Grade”

by Gary Soto

- 1 The small, triangle-shaped campus bustled with students talking about their new classes. Everyone was in a sunny mood. Victor hurried to the bag lunch area, where he sat down and opened his math book. He moved his lips as if he were reading, but his mind was somewhere else. He raised his eyes slowly and looked around. No Teresa.
- 2 He lowered his eyes, pretending to study, then looked slowly to the left. No Teresa. He turned a page in the book and stared at some math problems that scared him because he knew he would have to do them eventually. He looked at the right. Still no sign of her. He stretched out lazily in an attempt to disguise his snooping.
- 3 Then he saw her. She was sitting with a girlfriend under a plum tree. Victor moved to a table near her and daydreamed about taking her to a movie. When the bell sounded, Teresa looked up, and their eyes met. She smiled sweetly and gathered her books. Her next class was French, same as Victor’s.
- 4 They were among the last students to arrive in class, so all the good desks in the back had already been taken. Victor was forced to sit near the front, a few desks away from Teresa, while Mr. Bueller wrote French words on the chalkboard. The bell rang, and Mr. Bueller wiped his hands, turned to the class, and said, “*Bonjour.*”
- 5 “*Bonjour,*” braved a few students.
- 6 “*Bonjour,*” Victor whispered. He wondered if Teresa heard him.
- 7 Mr. Bueller said that if the students studied hard, at the end of the year they could go to France and be understood by the populace.
- 8 One kid raised his hand and asked, “What’s ‘populace’?”
- 9 “The people, the people of France.”

- 10 Mr. Bueller asked if anyone knew French. Victor raised his hand, wanting to impress Teresa. The teacher beamed and said, *“Très bien. Parlez-vous français?”*
- 11 Victor didn’t know what to say. The teacher wet his lips and asked something else in French. The room grew silent. Victor felt all eyes staring at him. He tried to bluff his way out by making noises that sounded French.
- 12 *“La me vava me con le grandma,”* he said uncertainly.
- 13 Mr. Bueller, wrinkling his face in curiosity, asked him to speak up.
- 14 Great rosebushes of red bloomed on Victor’s cheeks. A river of nervous sweat ran down his palms. He felt awful. Teresa sat a few desks away, no doubt thinking he was a fool. Without looking at Mr. Bueller, Victor mumbled, *“Frenchie oh wewe gee in September.”*
- 15 Mr. Bueller asked Victor to repeat what he said.
- 16 *“Frenchie oh wewe gee in September,”* Victor repeated.
- 17 Mr. Bueller understood that the boy didn’t know French and turned away. He walked to the blackboard and pointed to the words on the board with his steel-edged ruler.
- 18 Victor was too weak from failure to join the class. He stared at the board and wished he had taken Spanish, not French. Better yet, he wished he could start his life over. He had never been so embarrassed. He bit his thumb until he tore off a sliver of skin.
- 19 The bell sounded for fifth period, and Victor shot out of the room, avoiding the stares of the other kids, but had to return for his math book. He looked sheepishly at the teacher, who was erasing the board, then widened his eyes in terror at Teresa who stood in front of him. *“I didn’t know you knew French,”* she said. *“That was good.”*
- 20 Mr. Bueller looked at Victor, and Victor looked back. Oh please, don’t say anything, Victor pleaded with his eyes. I’ll wash your car, mow your lawn, walk your dog—anything! I’ll be your best student, and I’ll clean your erasers after school.
- 21 Mr. Bueller shuffled through the papers on his desk. He smiled and hummed as he sat down to work. He remembered his college years when he dated a girlfriend in borrowed cars. She thought he was rich because each time he picked her up he had a different car. It was fun until he had spent all his money on her and had to write home to his parents because he was broke.

22 Victor couldn't stand to look at Teresa. He was sweaty with shame. "Yeah, well, I picked up a few things from movies and books and stuff like that." They left the class together. Teresa asked him if he would help her with her French.

23 "Sure, anytime," Victor said.

24 "I won't be bothering you, will I?"

25 "Oh no, I like being bothered."

26 "*Bonjour*," Teresa said, leaving him outside her next class. She smiled and pushed wisps of hair from her face.

27 "Yeah, right, *bonjour*," Victor said. He turned and headed to his class. The rosebushes of shame on his face became bouquets of love. Teresa is a great girl, he thought. And Mr. Bueller is a good guy.

28 He raced to metal shop. After metal shop there was biology, and after biology a long sprint to the public library, where he checked out three French textbooks.

29 He was going to like seventh grade.

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- 1 How does Victor’s behavior in paragraphs 10 and 11 of the passage from “Seventh Grade” contribute to the development of the plot?
- A by explaining that Teresa admires people who know more than one language
 - B by highlighting that Mr. Bueller is purposefully trying to embarrass Victor
 - C by suggesting that Victor is surprised to have to demonstrate his language skills
 - D by showing that Victor misunderstands what Mr. Bueller is asking the class

2 **Part A**

In paragraph 19 of the passage from “Seventh Grade,” what does the word **sheepishly** indicate about Victor?

- A He is feeling very foolish.
- B He is hoping for assistance.
- C He is afraid of being late.
- D He is not seeing clearly.

Part B

What evidence **best** supports the answer to Part A?

- A “He stared at the board. . . .” (paragraph 18)
- B “. . . he wished he could start his life over.” (paragraph 18)
- C “. . . had to return for his math book.” (paragraph 19)
- D “Mr. Bueller looked at Victor. . . .” (paragraph 20)

- 3 Which statement **best** identifies the difference between Victor’s and Mr. Bueller’s perspectives in the passage from “Seventh Grade”?
- A Victor does not take learning French seriously, but Mr. Bueller is focused on his work as a teacher.
 - B Victor believes his responses to Mr. Bueller are convincing, but Mr. Bueller is not amused by the incorrect replies.
 - C Victor thinks he has disappointed Mr. Bueller, but Mr. Bueller knows Victor is a good student.
 - D Victor is nervous that Mr. Bueller will reveal the truth, but Mr. Bueller sympathizes with Victor.

GO ON TO NEXT PAGE

Read the poem "Oranges." Then answer the question.

"Oranges"

by Gary Soto

The first time I walked
With a girl, I was twelve,
Cold, and weighted down
With two oranges in my jacket.
5 December. Frost cracking
Beneath my steps, my breath
Before me, then gone,
As I walked toward
Her house, the one whose
10 Porchlight burned yellow
Night and day, in any weather.
A dog barked at me, until
She came out pulling
At her gloves, face bright
15 With rouge. I smiled,
Touched her shoulder, and led
Her down the street, across
A used car lot and a line
Of newly planted trees,
20 Until we were breathing
Before a drug store. We
Entered, the tiny bell
Bringing a saleslady
Down a narrow aisle of goods.
25 I turned to the candies
Tiered like bleachers,
And asked what she wanted—
Light in her eyes, a smile
Starting at the corners
30 Of her mouth. I fingered
A nickel in my pocket,
And when she lifted a chocolate
That cost a dime,
I didn't say anything.
35 I took the nickel from
My pocket, then an orange,
And set them quietly on
The counter. When I looked up,
The lady's eyes met mine,
40 And held them, knowing

Very well what it was all
About.

Outside,
A few cars hissing past,
45 Fog hanging like old
Coats between the trees.
I took my girl's hand
In mine for two blocks,
Then released it to let
50 Her unwrap the chocolate.
I peeled my orange
That was so bright against
The gray of December
That, from some distance,
55 Someone might have thought
I was making a fire in my hands.

A Fire in My Hands: Revised and Expanded Edition by Gary Soto. Copyright 2013 by Houghton Mifflin Harcourt. Reproduced with permission of Houghton Mifflin Harcourt via Copyright Clearance Center.

- 4 Read lines 51 through 53 of the poem “Oranges.”

I peeled my orange
That was so bright against
The gray of December

How does the imagery in these lines contribute to the meaning of the poem?

- A It highlights the awkwardness the speaker and the girl feel.
- B It emphasizes the speaker’s concerns about the weather.
- C It contrasts the outdoor setting to that inside the drugstore.
- D It reinforces the speaker’s joy that the outing is going well.

Refer to the passage from “Seventh Grade” and the poem “Oranges.” Then answer the questions.

5 Part A

Which theme is explored in **both** the passage from “Seventh Grade” and the poem “Oranges”?

- A Helping someone avoid feeling ashamed is a powerful act of kindness.
- B Young people often make mistakes that can affect their lives for years to come.
- C It is wrong to deceive other people for any reason.
- D Making new friends can be extremely challenging.

Part B

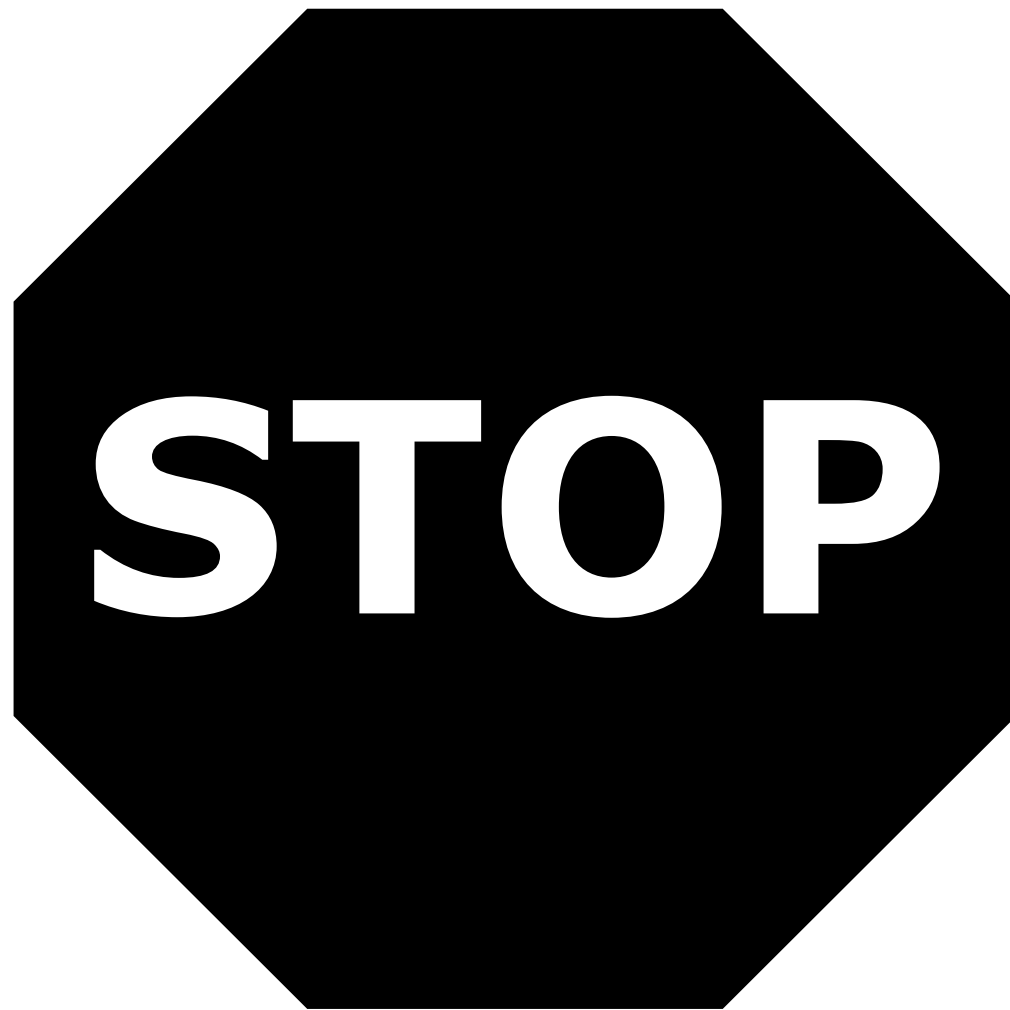
Which **two** details **best** support the answer to Part A? Select **one** detail from **each** text.

- A “Victor was forced to sit near the front, a few desks away from Teresa, while Mr. Bueller wrote French words on the chalkboard.” (paragraph 4, from “Seventh Grade”)
- B “Victor raised his hand, wanting to impress Teresa.” (paragraph 10, from “Seventh Grade”)
- C “Oh please, don’t say anything, Victor pleaded with his eyes.” (paragraph 20, from “Seventh Grade”)
- D “A dog barked at me, until/She came out pulling/At her gloves,” (lines 12 through 14, “Oranges”)
- E “I turned to the candies/Tiered like bleachers, /And asked what she wanted—” (lines 25 through 27, “Oranges”)
- F “And held them, knowing/Very well what it was all/About.” (lines 40 through 42, “Oranges”)

- 6 With which **two** ideas would the author of the passage and the speaker of the poem **most likely** agree?
- A It is important for young people to learn to manage money.
 - B Young people have to be able to laugh at themselves.
 - C Many adults remember how difficult it is to be young.
 - D Some small offenses are harmless and forgivable.
 - E People often have trouble knowing how they really feel.

GO ON TO NEXT PAGE

- 7 In both the passage from “Seventh Grade” and the poem “Oranges,” the author explores a tense moment in a young person’s life. Write a response analyzing how the author develops tension in the passage and the poem. Be sure to use evidence from **both** the passage and the poem to develop your response.



You have come to the end of Section 4 of the test. Review your answers from Section 4 only.





7-ELA