

Student Name _____



Maryland Comprehensive
Assessment Program

Grade 7
English Language Arts/Literacy
Test Book

Practice Test

Large Print

TEST BOOKLET SECURITY BARCODE

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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 In paragraph 22, Miss Peregrine’s use of the word **dawdled** suggests that she thinks

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

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?

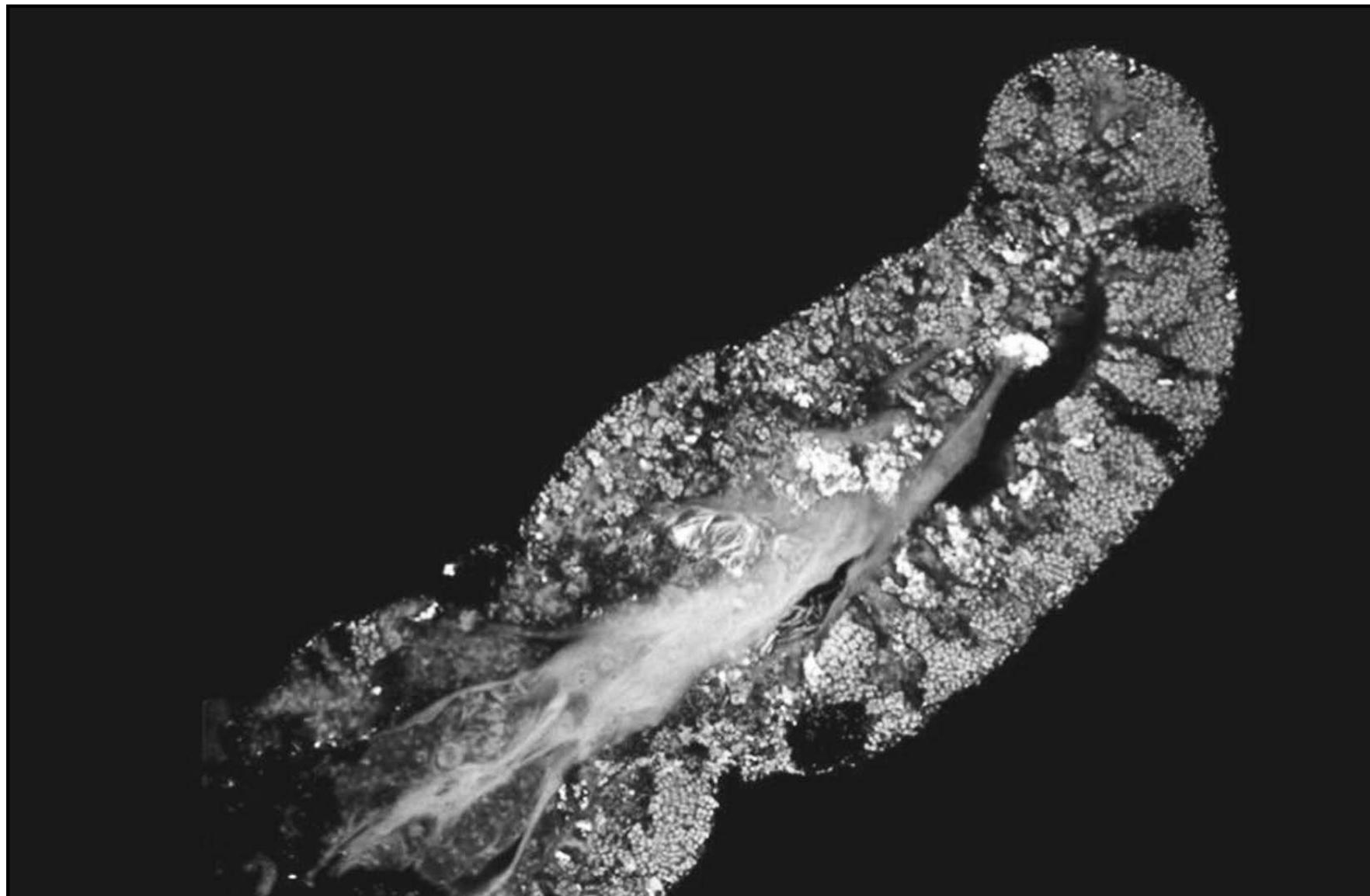
- A** When Jacob is brought before Miss Peregrine, she identifies him as her friend's grandson. As she questions Jacob, she also confirms some strange facts about herself. This causes Jacob to realize his grandfather's "fairy tales" were true.
- B** Miss Peregrine laughs when one of her students makes 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.

GO ON TO NEXT PAGE

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



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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 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.

11 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 sentences support a key idea 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.

12 Part A

What is the **most likely** reason the author describes the process that Jessica Mark Welch and her team used?

- A** to show 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 gave scientists a better understanding of how bacteria develop on human tongues
- C** to describe the way bacteria mapping was developed and what is being done in current research studies
- D** to indicate why humans need to be more conscious of their actions that may affect the bacteria living on their tongues

Part B

Which **two** pieces of evidence 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)

13 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.

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 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

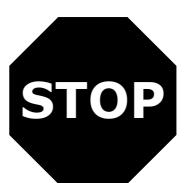
Which **two** pieces of text evidence **best** support the answer to Part A?

- 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.

Section 2

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.

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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 What is the main purpose of paragraphs 6 through 8 of the passage from *Peak*?

- A** to emphasize the narrator's opinions about doing this climb
- B** to foreshadow what will eventually happen to the narrator
- C** to suggest that the narrator has a flawed point of view
- D** to show the possible solutions for the narrator's problem

3 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.”

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 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.

5 **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 . . ."

6 Part A

Based on the passage from *Tower of the Five Orders*, which word **best** describes Whitmore's attitude about the piece he is adding to his collection?

- A** proud
- B** anxious
- C** amused
- D** guilty

Part B

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

- A** “*Don’t get greedy*, he had told himself frequently. And he had not.” (paragraph 19)
- B** “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)
- C** “Now, he thought, *I have something that only one other person on the planet has.*” (paragraph 26)
- D** “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.” (paragraph 27)

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

7 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.

8 Part A

Which theme is found in **both** passages?

- A** It is important to share knowledge and talents with others.
- B** Many people feel they can truly be themselves only in private.
- C** It can be difficult to keep a secret from the rest of the world.
- D** Performing a challenging task can bring a sense of excitement.

Part B

Which **two** pieces of evidence **best** support the answer to Part A? Select **one** piece of evidence from **each** passage.

- A** “I had planned everything out so carefully, except for the weather, and now it was uh-oh time.” (paragraph 2, from *Peak*)
- B** “And if the date passed I might not try it at all.” (paragraph 4, from *Peak*)
- C** “*This is it*, I told myself. *Fifteen more households and I've topped it.*” (paragraph 14, from *Peak*)
- D** “The door unlocked. Whitmore stepped inside, turned on the light, and shut the door.” (paragraph 13, from *Tower of the Five Orders*)
- E** “And his patience had paid off.” (paragraph 20, from *Tower of the Five Orders*)
- F** “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.” (paragraph 29, from *Tower of the Five Orders*)

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.

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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.

Today you will read the speech from “Remarks by the President in a National Address to America’s Schoolchildren” and the passage “A Quick Note on Getting Better at Difficult Things.” Then you will answer questions about the speech and the passage and write a response in which you analyze both selections.

Read the speech from “Remarks by the President in a National Address to America’s Schoolchildren.” Then answer the questions.

from “Remarks by the President in a National Address to America’s Schoolchildren”

by President Barack Obama

- 1 Whatever you resolve to do, I want you to commit to it. I want you to really work at it. I know that sometimes you get that sense from TV that you can be rich and successful without any hard work—that your ticket to success is through rapping or basketball or being a reality TV star. Chances are you’re not going to be any of those things.
- 2 The truth is, being successful is hard. You won’t love every subject that you study. You won’t click with every teacher that you have. Not every homework assignment will seem completely relevant to your life right at this minute. And you won’t necessarily succeed at everything the first time you try.
- 3 That’s okay. Some of the most successful people in the world are the ones who’ve had the most failures. J.K. Rowling—who wrote Harry Potter—her first Harry Potter book was rejected 12 times before it was finally published. Michael Jordan was cut from his high school basketball team. He lost hundreds of games and missed thousands of shots during his career. But he once said, “I have failed over and over and over again in my life. And that’s why I succeed.”
- 4 These people succeeded because they understood that you can’t let your failures define you—you have to let your failures teach you. You have to let them show you what to do differently the next time. So if you get into trouble, that doesn’t mean you’re a troublemaker, it means you need to try harder to act right. If you get a bad grade, that doesn’t mean you’re stupid, it just means you need to spend more time studying.

5 No one's born being good at all things. You become good at things through hard work. You're not a varsity athlete the first time you play a new sport. You don't hit every note the first time you sing a song. You've got to practice. The same principle applies to your schoolwork. You might have to do a math problem a few times before you get it right. You might have to read something a few times before you understand it. You definitely have to do a few drafts of a paper before it's good enough to hand in.

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- 1 What does the word **resolve** mean as it is used in paragraph 1 of the speech from “Remarks by the President . . .”?

 - A** settle an argument
 - B** search for an answer
 - C** reach a firm decision
 - D** distinguish between parts

- 2 By mentioning the details in paragraph 1 of the speech from “Remarks by the President . . .,” President Obama presents the point of view that television

 - A** often presents an unrealistic view of people’s achievements.
 - B** distracts people from participating in activities that matter.
 - C** frequently shares only portions of famous people’s journeys.
 - D** teaches valuable lessons only for people who are willing to learn.

GO ON TO NEXT PAGE

Read the passage “A Quick Note on Getting Better at Difficult Things.” Then answer the questions.

A Quick Note on Getting Better at Difficult Things

by Ta-Nehisi Coates

- 1 I have been studying the French language, with some consistency, for three years. This field of study has been, all at once, the hardest and most rewarding of my life. I would put it above the study of writing simply because I started writing as a 6-year-old boy under my mother’s tutelage. I always “felt” I could write. I did not always “feel” I could effectively study a foreign language.
- 2 But here I am, right now, in a Montreal hotel. I spoke French at the border. I spoke French when I checked in. I spoke French when I went to get lunch. I don’t really believe in fluency. If there is a such thing, I don’t have it. I mishear words. I confuse tenses. I can’t really use the subjunctive. Yet.
- 3 Something has happened to me and the something is this—I have gotten better. I don’t know when I first felt it. I didn’t feel it this summer at Middlebury, despite the difference in my entrance and exit scores. I didn’t feel it when I first arrived in Paris in January. I felt, as I always feel, like I was stumbling around in the dark. I still feel like that. But I also feel like I am getting better at stumbling.
- 4 I am emphasizing how I “feel” because, when studying, it is as important as any objective reality. Hopelessness feeds the fatigue that leads the student to quit. It is not the study of language that is hard, so much as the “feeling” that your present level is who you are and who you will always be. I remember returning from France at the end of the summer of 2013, and being convinced that I had some kind of brain injury which prevented me from hearing French vowel sounds. But the real enemy was not any injury so much as the “feeling” of despair. That is why I ignore all the research about children and their language advantage. I don’t want to hear it. I just don’t care. As Carolyn Forché would say—“I’m going to have it.”
- 5 To “have it,” I must manage my emotional health. Part of that long-term management—beyond French—is giving myself an opportunity to get better at difficult things. There is absolutely nothing in this world like the feeling of struggling with something and then improving at it. Everyone should do it every ten years or so.
- 6 I don’t know what comes after this. I have said this before, and will say it again: Studying French is like setting in a canoe from California to China. You arrive on the coast of Hawaii and think, “Wow that was really far.” And then you realize that China is still so very far away. “Feelings” come and go. Likely, someone will

say something—in the next hour or so—which I do not understand and I will feel a little hopeless again. But right now, I feel high. And one must savor those moments of feeling high, because they are not the norm. The lows are the norm. The Struggle is the norm. May it ever be thus.

“A Quick Note on Getting Better at Difficult Things” by Ta-Nehisi Coates.
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3 Part A

What does the word **consistency** mean as it is used in paragraph 1 of the passage from “A Quick Note on Getting Better at Difficult Things”?

- A** regularity
- B** appreciation
- C** agreement
- D** similarity

Part B

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

- A** “I would put it above the study of writing simply because I started writing as a 6-year-old boy under my mother’s tutelage.” (paragraph 1)
- B** “I spoke French at the border. I spoke French when I checked in. I spoke French when I went to get lunch.” (paragraph 2)
- C** “Something has happened to me and the something is this—I have gotten better.” (paragraph 3)
- D** “I am emphasizing how I ‘feel’ because, when studying, it is as important as any objective reality.” (paragraph 4)

4 In paragraph 3 of the passage from “A Quick Note on Getting Better at Difficult Things,” what effect does the author’s experiences have on him?

- A** The author understands that he must travel to become a skilled writer.
- B** The author is motivated to continue the education his mother began.
- C** The author feels a sense of small but meaningful growth in his abilities.
- D** The author believes that continuing to study French is no longer necessary.

5 In paragraph 3 of the passage “A Quick Note on Getting Better at Difficult Things,” the author uses the phrase **stumbling around in the dark** to

- A demonstrate that he was lost in the city.
- B explain that he was still making mistakes.
- C establish that he mastered a new language.
- D show that he walked around during the night.

6 Part A

Which **two** statements are central ideas in the passage “A Quick Note on Getting Better at Difficult Things”?

- A Working on a demanding task can be a worthwhile pursuit.
- B Being fluent in any language is an impossible goal.
- C Our feelings are more trustworthy than research studies.
- D Traveling is important in developing a sense of well-being.
- E Our own perspective can make personal progress seem slow.

Part B

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

- A “I have been studying the French language, with some consistency, for three years.” (paragraph 1)
- B “I don’t really believe in fluency. If there is a such thing, I don’t have it.” (paragraph 2)
- C “That is why I ignore all the research about children and their language advantage. I don’t want to hear it. I just don’t care.” (paragraph 4)
- D “There is absolutely nothing in this world like the feeling of struggling with something and then improving at it.” (paragraph 5)
- E “You arrive on the coast of Hawaii and think, ‘Wow that was really far.’ And then you realize that China is still so very far away.” (paragraph 6)

Refer to the speech from “Remarks by the President in a National Address to America’s Schoolchildren” and the passage “A Quick Note on Getting Better at Difficult Things.” Then answer the questions.

7 Part A

Read this sentence from paragraph 5 of the passage “A Quick Note on Getting Better at Difficult Things.”

Part of that long-term management—beyond French—is giving myself an opportunity to get better at difficult things.

The author of the passage includes this information **most likely** to emphasize the point of view that

- A** it is important to have role models.
- B** failure is a minor part of being successful.
- C** we can be our own greatest critics.
- D** practice is important for improvement.

Part B

Which **two** pieces of evidence in the speech from “Remarks by the President . . .” express a similar point of view?

- A** “Chances are you’re not going to be any of those things.” (paragraph 1)
- B** “You won’t click with every teacher that you have.” (paragraph 2)
- C** “Not every homework assignment will seem completely relevant to your life right at this minute.” (paragraph 2)
- D** “You don’t hit every note the first time you sing a song.” (paragraph 5)
- E** “You might have to do a math problem a few times before you get it right.” (paragraph 5)

8 Which statement **best** describes a difference in how the information is presented in the speech from “Remarks by the President . . .” and the passage “A Quick Note on Getting Better at Difficult Things”?

- A President Obama presents a list of facts, while Coates presents events in chronological order.
- B President Obama relies on several comparisons, while Coates avoids making comparisons.
- C President Obama talks about others’ stories, while Coates uses personal stories.
- D President Obama includes his own opinions, while Coates tries to remain objective.

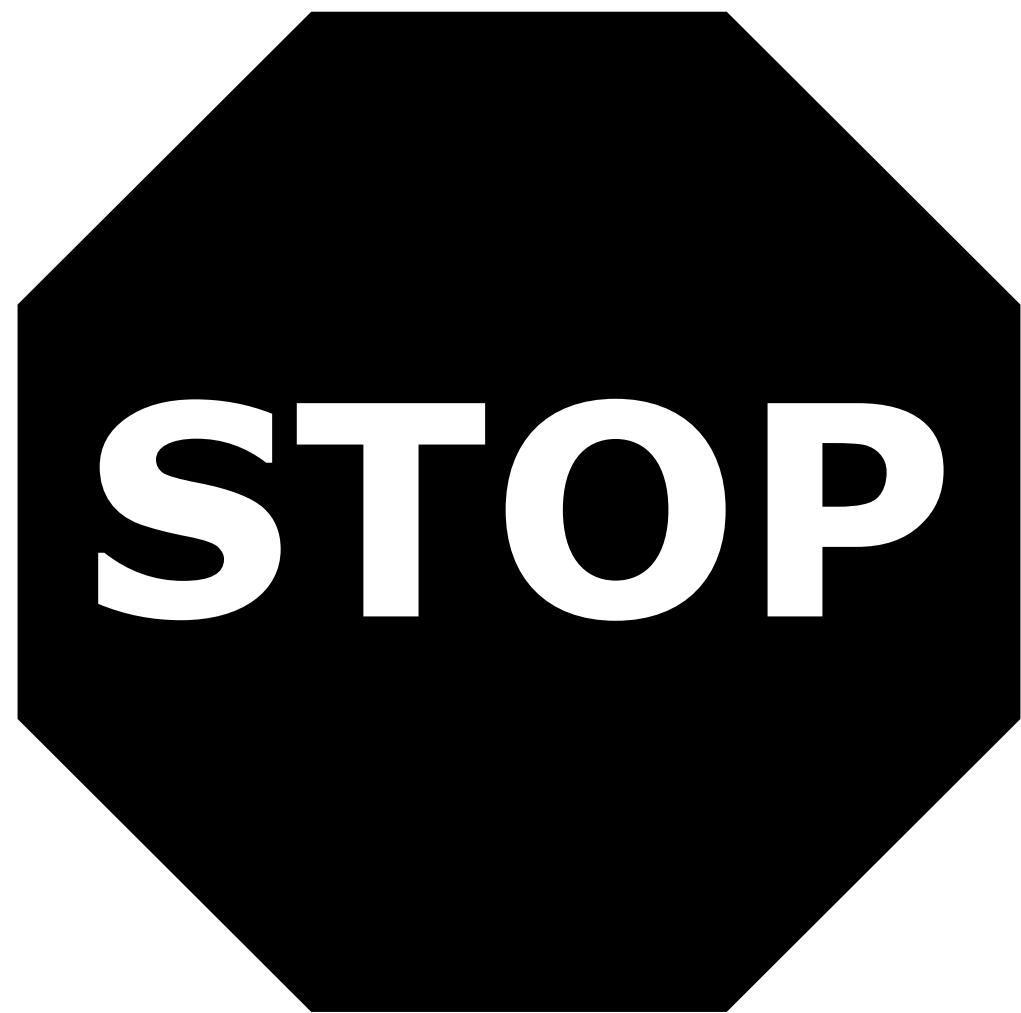
9 The author of the speech from “Remarks by the President . . .” and the author of the passage “A Quick Note on Getting Better at Difficult Things” both discuss difficult tasks. Write a response that argues whether President Obama or Ta-Nehisi Coates provides a more compelling central message on this topic. Be sure to include textual evidence from **both** selections to develop and support your argument.

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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.

Baseball in April and Other Stories by Gary Soto. Copyright 1990 by Harcourt Brace Jovanovich. Reproduced with permission of Harcourt Brace Jovanovich via Copyright Clearance Center.

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.

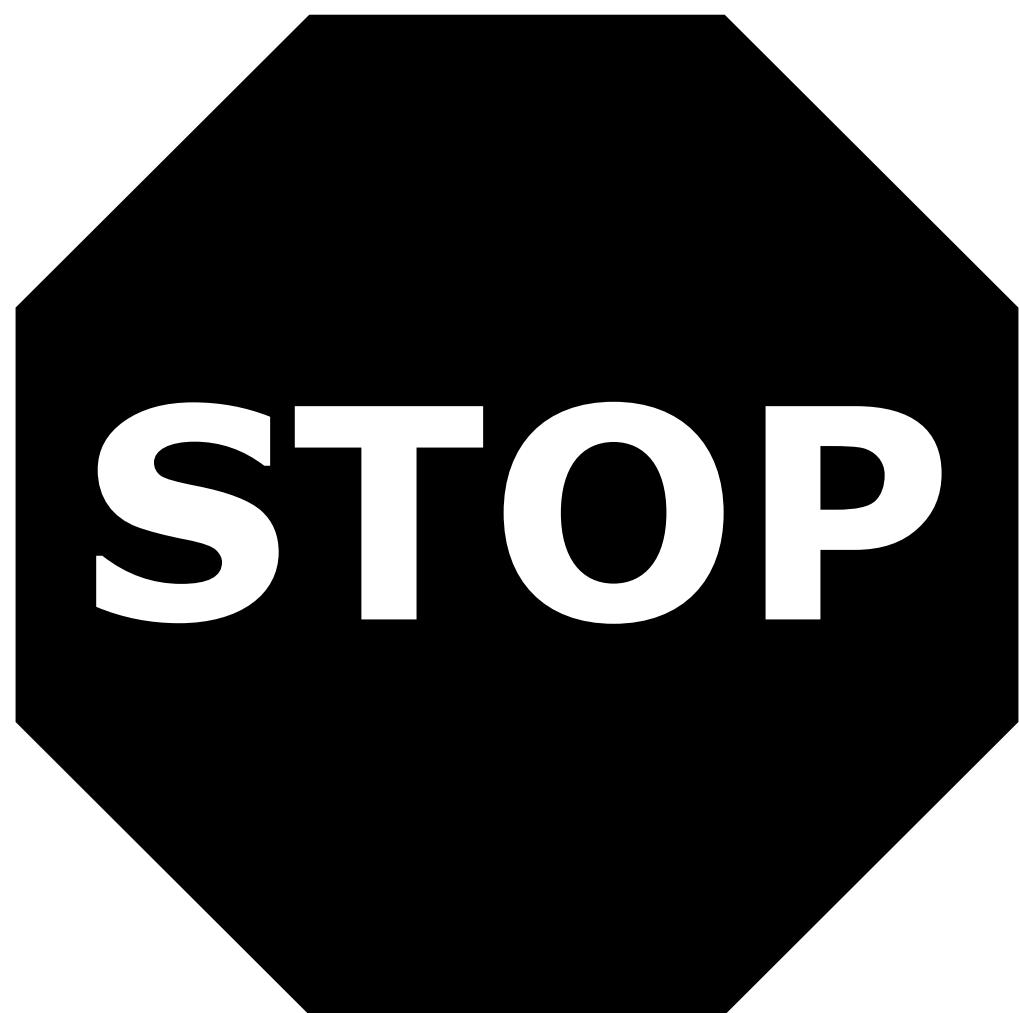
GO ON TO NEXT PAGE

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.

7

7





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



7-ELA

