

# ISTEP+ ENGLISH/LANGUAGE ARTS TEST PREPARATION AND PRACTICE WORKBOOK



Aligned with the Indiana  
Academic Standards in  
English/Language Arts

## GLENCOE LANGUAGE ARTS GRADE 7

### **This helpful workbook provides**

- Test-taking strategies and tips for the Indiana Statewide Testing for Educational Progress-Plus (ISTEP+) assessments in English/Language Arts
- Practice lessons with multiple-choice, short-response, and extended-response items
- Comprehensive English/Language Arts test practice designed to help students prepare for ISTEP+

TEACHER'S ANNOTATED EDITION

**ISTEP+ ENGLISH/LANGUAGE ARTS TEST  
PREPARATION AND PRACTICE WORKBOOK**



**GLENCOE LANGUAGE ARTS  
GRADE 7**



New York, New York   Columbus, Ohio   Chicago, Illinois   Peoria, Illinois   Woodland Hills, California

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# About the Student and Teacher Editions

The **Student Edition** of this workbook reviews the skills and standards that will be tested on the ISTEP+ for English/Language Arts. There are three sections in the Student Edition:

- The **Student Introduction** describes the overall structure of the test and gives tips on how to prepare for the test-taking experience. The Test-Taking Tips and Techniques section outlines general test-taking strategies that students will apply as they complete the lessons.
- **Lessons** provide systematic preparation for the test. Each lesson introduces a skill or concept and provides an exercise asking students to apply what they have learned. Specific tips in each lesson help students improve their test-taking skills.
- **Test Practice** presents in four sections the kinds of passages and questions that students will find on the ISTEP+. Although they do not exactly mirror the state test content or format, the tests in this workbook cover the same standards and skills that students are expected to master by the end of seventh grade in preparation for testing on those standards in the fall of eighth grade.

The **Teacher's Annotated Edition** of this workbook includes the Student Edition along with the following resources:

- A **Teacher Introduction** provides an overview of the ISTEP+ assessments in English/Language Arts, as well as guidance on using the lessons and the test practice. Information on the types of questions that students will encounter on the ISTEP+ is also included.
- An **Answer Key** lists correct answers to multiple-choice questions and, for all questions, correlations to objectives from the Indiana Academic Standards for Grade 7. Consult the Department of Education Web site at <http://www.doe.state.in.us> to find scoring guidelines for the short-answer and essay questions. You may want to review the guidelines with students before administering Sections 3 and 4 of the Test Practice.

## Letter to Parents and Guardians

Before your class begins using this workbook, you may wish to send a letter to parents and guardians that describes the ISTEP+ and that explains the purpose of test practice. Such a letter appears on page vii for reproduction and distribution to parents and guardians.

# Teacher Introduction

This workbook is designed to increase students' readiness for statewide testing as well as to enhance their performance on other standards-based assessments through short instructional lessons and focused test practice.

## About Indiana Statewide Testing

The Indiana Statewide Testing for Educational Progress-Plus (ISTEP+) is administered to students in the fall of each year. The fall tests cover objectives found in the Indiana Academic Standards and instructional content students should have mastered during the previous academic year. Thus, the content students mastered in seventh grade will be tested at the beginning of eighth grade.

The ISTEP+ in English/Language Arts consists of four tests: two tests of Basic Skills and two tests of Applied Skills. The Basic Skills tests include multiple-choice questions. The Applied Skills tests include a mixture of multiple-choice, short-answer, and essay questions.

The ISTEP+ test sessions for English/Language Arts are structured as follows:

<b>BASIC SKILLS</b>	<b>Test 1</b>	<b>Test 2</b>
	32 minutes	31 minutes
<b>APPLIED SKILLS</b>	<b>Test 3</b>	<b>Test 4</b>
	55 minutes	55 minutes

This workbook can be used throughout the year to help students learn appropriate test-taking strategies, develop confidence in their test-taking abilities, and gain additional practice in demonstrating mastery of content based on the Indiana Academic Standards.

## Teaching the Lessons

Once you have reviewed the Student Introduction with the class, you are ready to start the lessons. The skills covered in the lessons correspond to the objectives of the Indiana State Standards: word recognition and vocabulary development; comprehension and analysis of nonfiction and informational text; comprehension and analysis of literary text; writing process and applications; and English language conventions. Lessons include:

- An introduction of a skill that focuses on a strand or substrand found in the Grade 7 Indiana Academic Standards for English/Language Arts
- Reading passages, including a variety of fiction and nonfiction selections
- Multiple-choice, short-answer, and essay questions that prepare students for the types of questions they are likely to encounter on the ISTEP+
- Test tips that suggest effective approaches to test taking

## Using the Test Practice

Have students work through the Test Practice sections of this workbook to help them reinforce skills and gain confidence for taking the actual ISTEP+ next fall. You may administer tests for practice and review throughout the current school year.

Test Practice Sections 1 and 2 assess students' vocabulary and reading comprehension skills as well as their knowledge of the writing process and English language conventions. In addition to these skills, Test Practice Sections 3 and 4 assess students' writing skills by providing prompts for extended responses and by providing short-response questions that allow students to respond to various literary genres.

Students may enter their responses to multiple-choice, short-response, and extended-response questions directly in their workbooks. If you have access to scanning devices for scoring and wish to use a bubble form for multiple-choice questions, a separate answer sheet is provided on page viii.

After testing, take the time to gather feedback from your students. Ask what they found challenging, and discuss which test-taking techniques were most helpful.

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## Letter to Parents and Guardians

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Dear Parent or Guardian:

In the fall of next year, students who are currently in Grade 7 will participate in Indiana Statewide Testing for Educational Progress-Plus (ISTEP+). ISTEP+ measures individual student achievement against the Indiana Academic Standards set by the Department of Education. The results of those tests give parents, teachers, and schools one measure of student learning and school performance.

The English/Language Arts portion of the ISTEP+ administered next year assesses the reading and writing skills that students mastered in Grade 7. Through workbook practice, students will prepare for the testing of their vocabulary development, reading comprehension skills, and writing skills as measured by the Grade 7 state standards.

Parental involvement can make a difference in the testing process. Encourage your child to read every day and use a dictionary to look up new words. Ask your child's personal opinion about books, newspaper articles, and movies. Also ask questions about essays and reports he or she is writing in class. Encourage your child to edit his or her written work to make it clearer, more interesting, and error-free.

Most importantly, try to make your child more comfortable about taking tests. Listen to his or her concerns, and try to put them to rest. Ease your child's anxiety by pointing out his or her academic strengths. Assure your child that he or she will become a better test taker with practice.

If you have any questions about ISTEP+, please feel free to contact me.

Sincerely,



# Multiple-Choice Answer Sheet

## *Directions*

Fill in the bubble that corresponds to the answer choice you think is best.

### Section 1

- |   |                         |                         |                         |                         |    |                         |                         |                         |                         |    |                         |                         |                         |                         |    |                         |                         |                         |                         |
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### Section 2

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### Section 4

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# Answer Key

Item Number	Correct Answer	State Objective
<b>Section 1</b>		
1	B	<p><b>7.1.1</b> Identify and understand idioms and comparisons—such as analogies, metaphors, and similes—in prose and poetry.</p> <ul style="list-style-type: none"> <li>• Idioms: expressions that cannot be understood just by knowing the meanings of the words in the expression, such as <i>to be an old hand at something</i> or <i>to get one's feet wet</i></li> <li>• Analogies: comparisons of the similar aspects of two different things</li> <li>• Metaphors: implied comparisons, such as <i>The stars were brilliant diamonds in the night sky.</i></li> <li>• Similes: comparisons that use “like” or “as,” such as <i>The stars were like a million diamonds in the sky.</i></li> </ul>
2	A	<p><b>7.1.3</b> Clarify word meanings through the use of definition, example, restatement, or through the use of contrast stated in the text.</p>
3	B	<p><b>7.3.7</b> Explain the effects of common literary devices, such as symbolism, imagery, or metaphor, in a variety of fictional texts.</p> <ul style="list-style-type: none"> <li>• Symbolism: the use of an object to represent something else; for example, a dove might symbolize peace.</li> <li>• Imagery: the use of language to create vivid pictures in the reader's mind.</li> <li>• Metaphor: an implied comparison in which a word or phrase is used in place of another, such as <i>He was drowning in money.</i></li> </ul>
4	D	<p><b>7.3.2</b> Identify events that advance the plot and determine how each event explains past or present action or foreshadows (provides clues to) future action.</p>
5	C	<p><b>7.3.3</b> Analyze characterization as shown through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.</p>
6	C	<p><b>7.3.7</b> Explain the effects of common literary devices, such as symbolism, imagery, or metaphor, in a variety of fictional texts.</p>
7	A	<p><b>7.1.2</b> Use knowledge of Greek, Latin, and Anglo-Saxon roots and word parts to understand subject-area vocabulary (science, social studies, and mathematics).</p>
8	C	<p><b>7.1.3</b> Clarify word meanings through the use of definition, example, restatement, or through the use of contrast stated in the text.</p>
9	D	<p><b>7.2.7</b> Draw conclusions and make reasonable statements about a text, supporting the conclusions and statements with evidence from the text.</p>
10	A	<p><b>7.2.7</b> Draw conclusions and make reasonable statements about a text, supporting the conclusions and statements with evidence from the text.</p>
11	C	<p><b>7.2.1</b> Understand and analyze the differences in structure and purpose between various categories of informational materials (such as textbooks, newspapers, and instructional or technical manuals).</p>
12	B	<p><b>7.2.7</b> Draw conclusions and make reasonable statements about a text, supporting the conclusions and statements with evidence from the text.</p>
13	D	<p><b>7.1.2</b> Use knowledge of Greek, Latin, and Anglo-Saxon roots and word parts to understand subject-area vocabulary (science, social studies, and mathematics).</p>

# Answer Key (continued)

Item Number	Correct Answer	State Objective
14	B	<b>7.1.3</b> Clarify word meanings through the use of definition, example, restatement, or through the use of contrast stated in the text.
15	C	<b>7.2.7</b> Draw conclusions and make reasonable statements about a text, supporting the conclusions and statements with evidence from the text.
16	A	<b>7.2.4</b> Identify and trace the development of an author’s argument, point of view, or perspective in text.
17	C	<b>7.2.4</b> Identify and trace the development of an author’s argument, point of view, or perspective in text.
18	D	<b>7.2.3</b> Analyze text that uses the cause-and-effect organizational pattern.
<b>Section 2</b>		
1	C	<b>7.1.1</b> Identify and understand idioms and comparisons—such as analogies, metaphors, and similes—in prose and poetry.
2	A	<b>7.1.3</b> Clarify word meanings through the use of definition, example, restatement, or through the use of contrast stated in the text.
3	D	<b>7.3.1</b> Discuss the purposes and characteristics of different forms of written text, such as the short story, the novel, the novella, and the essay.
4	A	<b>7.3.2</b> Identify events that advance the plot and determine how each event explains past or present action or foreshadows (provides clues to) future action.
5	C	<b>7.3.5</b> Contrast points of view—such as first person, third person, limited and omniscient, and subjective and objective—in a literary text and explain how they affect the overall theme of the work. <ul style="list-style-type: none"> <li>• First person: the narrator tells the story from the “I” perspective.</li> <li>• Third person: the narrator tells the story from an outside perspective.</li> <li>• Limited narration: the narrator does not know all thoughts of all characters.</li> <li>• Omniscient narration: the narrator knows all thoughts of all characters.</li> <li>• Subjective: the point of view involves a personal perspective.</li> <li>• Objective: the point of view is from a distanced, informational perspective, as in a news report.</li> </ul>
6	B	<b>7.3.4</b> Identify and analyze themes—such as bravery, loyalty, friendship, and loneliness—which appear in many different works.
7	D	<b>7.1.3</b> Clarify word meanings through the use of definition, example, restatement, or through the use of contrast stated in the text.
8	B	<b>7.2.3</b> Analyze text that uses the cause-and-effect organizational pattern.
9	C	<b>7.2.7</b> Draw conclusions and make reasonable statements about a text, supporting the conclusions and statements with evidence from the text.
10	A	<b>7.2.3</b> Analyze text that uses the cause-and-effect organizational pattern.
11	C	<b>7.2.6</b> Assess the adequacy, accuracy, and appropriateness of the author’s evidence to support claims and assertions, noting instances of bias and stereotyping.
12	A	<b>7.2.7</b> Draw conclusions and make reasonable statements about a text, supporting the conclusions and statements with evidence from the text.

# Answer Key (continued)

Item Number	Correct Answer	State Objective
13	B	<b>7.4.4</b> Use strategies of note-taking, outlining, and summarizing to impose structure on composition drafts.
14	C	<b>7.6.10</b> Use simple, compound, and complex sentences; use effective coordination and subordination of ideas, including both main ideas and supporting ideas in single sentences, to express complete thoughts.
15	B	<b>7.6.3</b> Make clear references between pronouns and antecedents by placing the pronoun where it shows to what word it refers. <ul style="list-style-type: none"> <li>• Clear: <i>Chris said to Jacob, "You will become a great musician."</i></li> <li>• Confusing: <i>Chris told Jacob that he would become a great musician.</i></li> </ul>
16	B	<b>7.4.5</b> Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.
17	A	<b>7.4.2</b> Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.
<b>Section 3</b>		
Essay	Essay	<b>7.5.1</b> Write biographical or autobiographical compositions that: <ul style="list-style-type: none"> <li>• develop a standard plot line—including a beginning, conflict, rising action, climax, and denouement (resolution)—and point of view.</li> <li>• develop complex major and minor characters and a definite setting.</li> <li>• use a range of appropriate strategies, such as dialogue; suspense; and the naming of specific narrative action, including movement, gestures, and expressions.</li> </ul>
<b>Section 4</b>		
1	C	<b>7.1.3</b> Clarify word meanings through the use of definition, example, restatement, or through the use of contrast stated in the text.
2	D	<b>7.1.1</b> Identify and understand idioms and comparisons—such as analogies, metaphors, and similes—in prose and poetry.
3	B	<b>7.3.7</b> Explain the effects of common literary devices, such as symbolism, imagery, or metaphor, in a variety of fictional texts.
4	B	<b>7.3.9</b> Analyze the relevance of setting (places, times, customs) to mood, tone, and meaning of text.
5	D	<b>7.2.7</b> Draw conclusions and make reasonable statements about a text, supporting the conclusions and statements with evidence from the text.
6	Short Answer	<b>7.3.3</b> Analyze characterization as shown through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.
7	D	<b>7.1.3</b> Clarify word meanings through the use of definition, example, restatement, or through the use of contrast stated in the text.
8	A	<b>7.1.3</b> Clarify word meanings through the use of definition, example, restatement, or through the use of contrast stated in the text.
9	C	<b>7.2.3</b> Analyze text that uses the cause-and-effect organizational pattern.
10	A	<b>7.2.7</b> Draw conclusions and make reasonable statements about a text, supporting the conclusions and statements with evidence from the text.

# Answer Key (continued)

Item Number	Correct Answer	State Objective
11	A	<b>7.2.3</b> Analyze text that uses the cause-and-effect organizational pattern.
12	Short Answer	<b>7.2.7</b> Draw conclusions and make reasonable statements about a text, supporting the conclusions and statements with evidence from the text.
13	Short Answer	<b>7.2.7</b> Draw conclusions and make reasonable statements about a text, supporting the conclusions and statements with evidence from the text.
14	Essay	<b>7.5.4</b> Write persuasive compositions that: <ul style="list-style-type: none"> <li>• state a clear position or perspective in support of a proposition or proposal.</li> <li>• describe the points in support of the proposition, employing well-articulated evidence and effective emotional appeals.</li> <li>• anticipate and address reader concerns and counterarguments.</li> </ul>
15	B	<b>7.5.3</b> Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that: <ul style="list-style-type: none"> <li>• uses information from a variety of sources (books, technology, multimedia) and documents sources independently by using a consistent format for citations.</li> <li>• demonstrates that information that has been gathered has been summarized and that the topic has been refined through this process.</li> <li>• demonstrates that sources have been evaluated for accuracy, bias, and credibility.</li> <li>• organizes information by categorizing and sequencing, and demonstrates the distinction between one’s own ideas from the ideas of others, and includes a bibliography (Works Cited).</li> </ul>
16	D	<b>7.4.5</b> Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.
17	C	<b>7.4.6</b> Give credit for both quoted and paraphrased information in a bibliography by using a consistent format for citations and understand the issues around copyright and plagiarism.
18	Short Answer	<b>7.5.3</b> Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that: <ul style="list-style-type: none"> <li>• uses information from a variety of sources (books, technology, multimedia) and documents sources independently by using a consistent format for citations.</li> <li>• demonstrates that information that has been gathered has been summarized and that the topic has been refined through this process.</li> <li>• demonstrates that sources have been evaluated for accuracy, bias, and credibility.</li> <li>• organizes information by categorizing and sequencing, and demonstrates the distinction between one’s own ideas from the ideas of others, and includes a bibliography (Works Cited).</li> </ul>

# Introduction to the Tests

Next year, you will take the Indiana Statewide Testing for Educational Progress-Plus (ISTEP+). The English/Language Arts section of ISTEP+ measures the standards in reading and writing that you will master in Grade 7 this year. Working hard in class is the best way to prepare for the ISTEP+.

In **Reading**, you will be tested in:

- Word recognition and vocabulary development
- Comprehension and analysis of nonfiction and informational texts
- Comprehension and analysis of literary texts

In **Writing**, you will be tested in:

- Writing processes and features
- Writing applications
- English language conventions

## What kinds of questions will be on the tests?

There are three kinds of questions on the ISTEP+. Most are based on reading passages.

- **Multiple-choice questions** ask you to read the question, think about what you are being asked, and then select the best answer from a group of choices.
- **Short-answer questions** ask you to write your answer in complete sentences.
- **Essay questions** start with a writing prompt that tells you what to write about. Your essay is the answer to the question.

## When will I take the tests?

There are four tests that you will take next fall.

- **Basic Skills Tests:** Test 1 lasts 32 minutes, and Test 2 lasts 31 minutes.
- **Applied Skills Tests:** Test 3 lasts 55 minutes, and Test 4 lasts 55 minutes.

## What is the purpose of this workbook?

This workbook will help you get used to taking tests like the ISTEP+.

- Each lesson reviews a skill that you will need to do well on the ISTEP+.
- Test-taking tips will help you improve your test-taking skills.
- The Test Practice sections will help you get comfortable answering questions like the ones you will see on the ISTEP+.

# Test-Taking Tips and Techniques

Use these tips to help you do well on your tests, including the ISTEP+. Practice these tips every day in school. By the time you take the ISTEP+, you will have excellent test-taking habits!

## Be ready for the test.

- Have a good outlook. Tell yourself, “I will do my best on this test.”
- Relax before you go to bed, and get a good night’s sleep.
- Get up early enough so you don’t have to hurry to get ready for school.
- Eat a good breakfast. You don’t want to be hungry when you take the test. If your test is in the afternoon, eat a good lunch, too.
- Stay calm. If you get nervous, stop for a moment and take a few deep breaths.

## Be a smart test taker.

*Know what you have to do.*

- Listen carefully to the instructions the teacher gives you.
- Ask questions if you don’t understand what to do.
- Read each question carefully before answering. What is the question asking?

*Use your time wisely.*

- Answer questions you are sure about first.
- If you get stuck, move on to the next question so you can finish the test.
- Leave a minute or two at the end to check your answers.

*Keep track of where you are on the answer sheet.*

- If you are filling out an answer sheet, make sure the number of the test question matches the number on the answer sheet. If you skip a question on the test, make sure you skip the same number on the answer sheet.
- If you change any of your answers, make sure you erase them completely.

*Preview questions and reread passages.*

- Look at the questions before you read the passage. This will help you focus on important ideas as you read.
- If you are having trouble, go back to the passage. Look in the passage for the same words that are in the question.

# Answering Test Questions

## Eliminate wrong answers on multiple-choice questions.

Most of the questions on the ISTEP+ are multiple-choice questions. Sometimes you know which answer is right. Other times you need to decide which answers are wrong. You can eliminate the wrong answers to find the right answer.

- Read all the answer choices carefully. Ask yourself whether an answer choice makes sense.
- Cross out the answers you are sure are wrong.
- Read all the answers carefully, and then reread the question. This may help you see which answer choices are definitely wrong.

Try this question: *Which state shares the eastern border of Indiana?* Even if you don't know the answer, you can figure it out!

There are four answer choices.

- Texas
- Massachusetts
- Ohio
- Illinois

You may know that *Texas* is far away from Indiana. *Massachusetts* borders the Atlantic Ocean. *Illinois* is to the west of *Indiana*. That leaves you with *Ohio*. Even if you don't know that Ohio shares the eastern border of Indiana, you can use the process of elimination to choose the correct answer!

Here's another example of a multiple-choice question.

**1** Read the paragraph and then answer the question.

**Laura stormed up the stairs and through the front door. She slammed the door behind her and threw her backpack on the living room sofa. Her mother put down the newspaper and looked up in surprise. "That Roberta is so irksome!" Laura cried.**

The word *irksome* means —

- A** kind
- B** mean
- C** annoying
- D** friendly



It is clear that Laura is upset. She “stormed up the stairs” and “slammed the door.” Roberta must have done something that Laura doesn’t like. It isn’t likely that Laura thinks Roberta is *kind* or *friendly*. Answer choices (A) and (D) must be wrong.

You have to choose between (B) *mean* and (C) *annoying*. Even if you don’t know what *irksome* means, you have a better chance of picking the right answer.

Remember to use the process of elimination for every multiple-choice question you don’t know the answer to. Even getting rid of one wrong answer will help you narrow down the correct choice!

The answer to the question is (C), *annoying*.

## **Write responses to short-response and essay questions.**

Always use complete sentences when you are writing out your answers.

Make sure your essays have an introduction, a body, and a conclusion.

- Take time to make a list of ideas you want to include in answers to essay questions.
- Use plenty of details to explain your point of view.

Don’t forget to edit your writing.

- Reread your essays and look for mistakes in grammar, punctuation, capitalization, and spelling.
- Pay particular attention to the editing checklists that appear at the end of the workbook pages on which you will write your essays.



# Lessons



# Vocabulary Skills

## Lesson

# 1

When you are reading and come across a word you do not know, you can use several strategies to determine its meaning. Below are some ways to learn the meaning of an unknown word.

### Definitions, Examples, and Restatements

Sometimes a writer will include a **definition** in the text. You may see a key word or phrase, such as *means*, *refers to*, *which*, and *is*, right before the definition. The definition may also appear within parentheses or after a dash.

- Kayla checked the battery for *corrosion*, which is a gradual eating away of metal by chemicals.

Other times there will be **examples** to help you decode the unknown word.

- The hotel often had *affluent* guests who drove *luxury cars* and ate *expensive meals*.

A **restatement** is just what it sounds like: a way to say something again or in a different way. A restatement of a word or term usually follows a comma and the word *or*.

- Dale wants to become an *equine*, or *horse*, doctor.

### Context and Contrast

The **context** of surrounding sentences may provide an explanation of an unknown word in the text.

- The race car is very *aerodynamic*. Tests in the wind tunnel showed that it would be fast because airflow would not slow down the car.

Sometimes a group of words with opposite meanings to an unfamiliar word will be provided as a **contrast**. Look for the key words *but*, *however*, *in contrast*, *instead*, *even though*, and *although*.

- *Although* some of the children were *boisterous*, Daniel sat quietly while waiting for his audition.

### Check-Up

- ▶ What are ways that writers define or explain words within the text?
- ▶ How are contrasting words used to help readers figure out unknown words?

### Tip

When you come across a challenging word, pay special attention to surrounding context clues to help you figure out its meaning.

# Apply It

## Directions

As you read the passage, use the surrounding context to help you define any unknown words.

## The History of Vaccinations

An Englishman named Edward Jenner was the first to use the term *vaccination*. He noticed that dairy workers who were around a disease called cowpox did not get smallpox. Smallpox was a much more serious disease that killed many people. Jenner thought that if he infected people with cowpox virus, it would protect them from smallpox. He began to prove his theory. He gave the first smallpox vaccination in 1796.

*Vaccinations*, also called immunizations, give some control over the spread of disease. A vaccination puts a weakened form of a *pathogen* into a person's body. Pathogens are tiny groups of cells that cause diseases. The body learns to recognize the pathogen. It creates an antibody that fights the pathogen. Then a person's immune system will already know how to fight the pathogen.

Jonas Salk is also famous for his work with vaccines. He grew *polio viruses*. These were used to make a polio vaccine. Prior to this, polio had killed or crippled millions of children worldwide.

Some diseases, like malaria and influenza, have been quite challenging to treat. The pathogens that cause them are able to *mutate*, or change. This means that when scientists learn how to fight one *strain*, or type, of the pathogen, there are already many other strains to fight.

We use immunizations today for several reasons. We can protect large groups of people against serious diseases that are common in their area. In addition, we can immunize to protect groups, such as senior citizens and children, who are particularly *vulnerable* to certain diseases.

**1** What word means the same thing as *vaccination*? **7.1.3**

- A** virus
- B** disease
- C** cowpox
- D** immunization

**2** Which is the best definition of *pathogens*? **7.1.3**

- A** things that protect you from getting sick
- B** tiny living things that cause disease
- C** living tissues in a laboratory
- D** proteins that fight disease

**3** Which example best illustrates the term *mutate*? **7.1.3**

- A** Cells in a laboratory change.
- B** An antibody is created.
- C** Travelers are protected from disease.
- D** Hospitals are not kept clean.

**4** Which definition matches the use of the word *strain* in the following sentence?

*... when scientists learn how to fight one strain, or type, of the pathogen, there are already many other strains to fight.* **7.1.3**

- A** a group of vaccinations
- B** a different variety
- C** a liquid mixture
- D** a vaccine dosage

**5** What does *vulnerable* mean in the last paragraph? What clues or strategy might help you figure out the meaning? **7.1.3**

*Use context clues. Groups that need protecting are at risk. Senior citizens and children have*

*weaker immune systems and are more likely to be harmed.*

# Informational Text: Types and Features

Informational text includes various types of nonfiction writing that are intended to give readers information, including facts, data, and news. You often need to find information for different purposes, such as for research or to learn about a topic. To find the correct source of information, it is helpful to learn about the different types of informational text.

**Textbooks** give thorough information on a subject such as history or geometry. They are usually made up of chapters. Each chapter is divided into smaller sections that are organized with headings.

**Newspapers** cover many different topics and are written to inform and entertain. Information is presented in different articles, each with its own heading. A general overview of the article often can be found in the first paragraph, with the following paragraphs including the specific details.

**Dictionaries** are reference tools that provide information about specific words such as spelling, pronunciation, and definitions. Words are arranged in alphabetical order.

**Encyclopedias** are a set of comprehensive books that include information on a broad range of topics. The topics are divided into articles, which are arranged alphabetically, by subject.

**Technical manuals** are generally booklets written in exact technical terms. They sometimes include information about how to care for and use different devices or machines. They also may provide instructions that feature diagrams and step-by-step directions.

**Consumer reports** are designed to review and rate various items. They generally compare and contrast various products. They often feature charts and rating scales.

**Diagrams** and **blueprints** show how something is designed or operates. They feature visual examples and very few words.

## Check-Up

- ▶ What type of source explains how to use a new computer?
- ▶ What source would you use to find out how to say a word?

## Tip

Before you read an informational text, skim the material, looking at headings and titles. This will help you think about the structure and purpose of the text.

# Apply It

## Directions

Think about the structure and purpose of each passage below. Use this information to answer the questions that follow.

### BMX #1

BMX bicycle racing originated in California in the 1960s when teenagers tried to imitate the movements of motocross racing. The movement spread quickly after a documentary “On Any Sunday” was aired nationally. Yet it wasn’t until the late 1970s that the sport gained widespread popularity.

BMX racers race on sandy and hilly tracks. BMX freestylers perform tricks on ramps, obstacles, and flat ground. BMX bicycles are similar to racing bicycles, but feature the smaller wheels found on mountain bicycles.

### BMX #2

Washington, D.C.—In cooperation with the U.S. Consumer Product Safety Commission, SpeedCraft is voluntarily recalling approximately 127,000 BMX Zoom 3100 bikes. The stems on these bikes can come loose, causing the riders to experience a loss of control and possible injury from a fall.

### BMX #3

#### BMX Bicycles

	SpeedCraft Zoom 3100	Zip 31X
Brand rating	4	4
Price	5	3
Frame	2	4
Speed performance	5	4
Trick performance	3	4
Comments	Fast, but unreliable	Consistent, durable

\*All bikes rated on a scale of 1–5: 5 = excellent, 4 = good, 3 = average, 2 = fair, and 1 = poor

### BMX #4

#### Fixing a Flat Tire

1. Remove all the air by taking off the valve cap and pressing the valve down at an angle.
2. Grab the rim with one hand and pull the tire sideways and off the rim. Use tire lever if needed to pry the tire over the edge of the rim.
3. Locate the hole by placing the tire in water and looking for bubbles.
4. Roughen the area with a scraper and spread a small amount of glue over the area. Allow to dry for 3 minutes.
5. Peel the plastic backing off of the patch and apply the patch to the glued area. Press firmly.
6. Add a little air to the tire to give it shape. Then place the tube back on the rim, using a tire lever as needed.
7. Position the valve. Pump air into the tire until inflated.

**1** Think about the structure and purpose of the text for BMX #1. In what type of text would this information be located? **7.2.1**

- A** a dictionary
- B** an encyclopedia
- C** a technical manual
- D** a consumer report

**2** Think about the structure and purpose of the text for BMX #3. In what type of text would this information be located? **7.2.1**

- A** a dictionary
- B** an encyclopedia
- C** a technical manual
- D** a consumer report

**3** Which piece is most likely a passage from a technical manual? **7.2.1**

- A** BMX #1
- B** BMX #2
- C** BMX #3
- D** BMX #4

**4** What is the purpose of the text for BMX #2? **7.2.1**

- A** to give information about the SpeedCraft corporation
- B** to give sales information about SpeedCraft bicycles
- C** to inform consumers about a problem with a SpeedCraft bicycle
- D** to tell how to avoid injury from falling

**5** Tameka wants to buy a BMX bike to perform tricks. She wants a reasonably priced bike that is safe and will hold up to lots of use. Which bike would you recommend? Why? **7.2.2**

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*The Zip 31X is rated higher for trick performance. It is a little more expensive than the Zoom*

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*3100, but its frame is stronger, making it more durable. Also, the Zoom 3100 was recalled for*

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*safety reasons.*

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# Informational Text: Author's Purpose and Point of View

Every piece of writing has a **purpose**, or the author's reason for writing the text. The purpose influences an author's choice of words and the structure of the piece. Generally, an author's purpose for writing is to inform, persuade, or entertain.

In an informational text, the argument used by the author tries to persuade, or convince, the reader to support or agree with the author's **point of view**. The author's point of view is the author's opinion or attitude toward the subject of the passage.

An author's perspective is closely related to the author's point of view.

**Perspective** refers to the point from which something is argued or examined.

- An opinion piece about school uniforms written from a student perspective might include different word choice and present a different argument if written from a parent's or teacher's perspective.

## Persuasion

It's important to be able to identify when the author is trying to **persuade** the reader to take a certain action or position. Look for the following methods:

Authors often use **repetition of words** to leave the impression that if something is said often enough, it must be true.

- Our candidate is an honest politician. I don't know a more honest person.

Authors sometimes write with **bias** that often leads to opinion rather than fact.

- The team is the best in the state. No other team can beat them.

Authors will sometimes present **incomplete evidence** that supports only their position.

- The player holds the home run record, so he is the best player of all time.

Identifying the author's purpose will help you to understand what you are reading. Sometimes it will be easy to understand the author's purpose for writing. Other times you need to use your own knowledge and the author's statements to draw conclusions about the author's purpose.

## Check-Up

- ▶ How might an author's point of view or perspective influence the telling of an event?
- ▶ What are the general purposes of writing?

### Tip

In order to understand an author's purpose, scan the entire passage and use what you already know about the topic.

# Apply It

## Directions

Think about the author’s purpose, argument, point of view, and perspective in this text. Then answer the questions that follow.

### from *Rosa Parks: My Story*

by  
Rosa Parks with Jim Haskins

Meanwhile Fred Gray, the black attorney, had called Jo Ann Robinson and told her about my arrest. She got in touch with other leaders of the Women’s Political Council, and they agreed to call for a boycott of the buses starting Monday, December 5, the day of my trial. So on the Thursday night I was arrested, they met at midnight at Alabama State, cut a mimeograph stencil, and ran off 35,000 handbills. The next morning she and some of her students loaded the handbills into her car, and she drove to all the local black elementary and junior high and high schools to drop them off so the students could take them home to their parents. This is what the handbill said:

This is for Monday, December 5, 1955.

Another Negro woman has been arrested and thrown into jail because she refused to get up out of her seat on the bus and give it to a white person.

It is the second time since the Claudette Colvin case that a Negro woman has been arrested for the same thing. This has to be stopped.

Negroes have rights, too, for if Negroes did not ride the buses, they could not operate. Three-fourths of the riders are Negroes, yet we are arrested, or have to stand over empty seats. If we do not do something to stop these arrests, they will continue. The next time it may be you, or your daughter, or mother.

This woman’s case will come up on Monday. We are, therefore, asking every Negro to stay off the buses Monday in protest of the arrest and trial. Don’t ride the buses to work, to town, to school, or anywhere on Monday.

You can afford to stay out of school for one day. If you work, take a cab, or walk. But please, children and grownups, don’t ride the bus at all on Monday. Please stay off all buses Monday. . . .

I was not called to testify in my own behalf. Although my lawyers, Charles Langford and Fred Gray, entered a plea of “Not Guilty” for me, they did not intend to try to defend me against the charges. The point of making mine a test case was to allow me to be found guilty and then to appeal the conviction to a higher court. Only in higher courts could the segregation laws<sup>1</sup> actually be changed, because the judges in the local courts were not going to do anything to change the way things were. So I was found guilty of violating the segregation laws and given a suspended sentence. I was fined \$10.00, plus \$4.00 in court costs. The crowd reacted angrily, but there was no organized protest.

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<sup>1</sup>**segregation laws:** laws that require the separation of people according to their race or ethnic group

**1** Which best summarizes the argument of the handbill? **7.2.4**

- A** People need to protest the arrest of a Negro woman by staying off the buses.
- B** Claudette Colvin was justly arrested.
- C** Three-fourths of the bus riders are Negroes.
- D** Taking a cab or walking to work, town, or school will be more cost effective.

**2** What is one method of persuasion used in the handbill? **7.2.8**

- A** It's hard to stand on buses.
- B** You can take a day off.
- C** You can break the law.
- D** It could happen to you, your daughter, or mother.

**3** From what point of view is the handbill written? **7.2.4**

- A** a newspaper reporter recording the event
- B** a person who opposes the segregation laws
- C** a person who was arrested for breaking the law
- D** a court official recording the proceedings

**4** What is the purpose of the entire text? **7.2.4**

- A** to persuade people that segregation is wrong
- B** to convince people to protest segregation
- C** to inform people of an event in Rosa Parks's life
- D** to inform people of current events

**5** Do you think the protest motivated people and helped bring about a change in laws? Explain your reasoning. **7.2.7**

*Yes, I think it helped change the laws because segregation is now illegal, and Rosa Parks is a famous person in U.S. history.*

# Literary Text: Types and Features

## Lesson 4

Literary text, or **fiction**, refers to a text that is made up rather than true. There are many types of literary texts, each with their own purpose and characteristics.

### Types and Features

- A **novel** is often called narrative fiction. It features a plot, characters, one or more settings, a theme, and a point of view. A **historical novel** is a novel that is set in the past and refers to events that really happened in history.
- **Folklore** and **folktales** are stories that are passed down from one generation to the next. Originally they were shared through storytelling, but they were seldom written down. These stories often reveal something about a culture's traditional beliefs and customs.
- **Mysteries** are stories in which characters try to find answers about events that are partly revealed and partly hidden. The characters often use clues, other characters' stories, and their own reasoning skills to find out what happened.
- **Science fiction** stories often feature imagined scientific discoveries, space travel, life on other planets, or environmental and social changes on Earth. These types of stories may also include real details about science to describe imagined or fantastic events.
- **Poetry** is writing that includes figures of speech and imagery to appeal to the reader's emotions and imagination.

### Literary Elements

A **theme** is the main idea or topic of an entire story.

The **setting** is the time in which a story occurs and the location in which it takes place. The setting can affect the **mood**, or feeling, of the story.

**Symbolism** is the use of an object, person, place, or experience to stand for something else.

- A *white flag* is a sign of *surrender*.

A **metaphor** is a comparison in which one thing is said to be something different.

- The *park* is a *volcano* of activity.

### Check-Up

- ▶ How do novels and folklore differ?
- ▶ What is the theme of a story?

### Tip

As you read, think about the text's length, topic, and structure to determine what type of literary text you are reading.

# ***Apply It***

## ***D***irections

Think about the purpose and characteristics of this text as you read. Then answer the questions that follow.

## *Song for Going to the Water*

Cherokee

If your heart is not well,  
If your spirit is not well,  
These words may help you.

Wake in the hour  
Just before dawn.  
Wake in the hours  
Before first light.  
Wake when the animals of the night  
Have ended their songs,  
When the animals of the day  
Have not yet begun their songs.

Walk without words.  
Follow the path  
That leads to the stream.

Then, as the first light  
Touches the stream,  
Bend to the water,  
Speak these words:

“Long Person, I come to ask your help.”

Then hold up  
A cup of that water  
And drink the dawn.

**1** What type of literary text is “Song for Going to the Water”? **7.3.1**

- A** novel
- B** novella
- C** poetry
- D** historical fiction

**2** What kind of literary text would tell about the beliefs and customs of a certain culture? **7.3.1**

- A** mystery
- B** folklore
- C** adventure
- D** poetry

**3** How could you best describe the theme of this literary text? **7.3.4**

- A** how to walk to the water
- B** how to talk to the animals
- C** how to wake up
- D** how to become stronger in heart and spirit

**4** What does the phrase “drink the dawn” represent? **7.3.7**

- A** a way to drink water
- B** a new diet
- C** the start of a new day
- D** a way to tell time

**5** How would you describe the mood of the text? Support your answer. **7.3.9**

*The mood of the poem is hopeful as it implies new beginnings. It is also peaceful.*

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# Literary Text: Elements

## Lesson 5

When you read a story, think about the message that the author is trying to communicate through the use of plot, characters, and other literary elements.

**Plot** refers to the pattern of events in a story. When reading literature, think about the events and how they relate to each other. For example, an author might use **foreshadowing** to give clues about future events or actions.

- A character in a story finds a lucky penny and then later wins a contest.

A **character** is a person or animal in a story. A character's qualities—his or her appearance, motives, actions, and interactions with other characters—affect how the story unfolds.

An author reveals these character traits in three ways:

- through the character's thoughts, words, and actions
- through the other characters' thoughts, words, and actions
- through the narrator's description

**Point of view** is the relationship of the narrator to the story.

- **First person:** The narrator is a character referred to as "I" in the story.
- **Third person:** The narrator is outside the story.
- **Limited:** The narrator does not know all the thoughts and actions of all the characters.
- **Omniscient:** The narrator knows all the thoughts and actions of all the characters.
- **Subjective:** The story is told from the narrator's personal perspective.
- **Objective:** The story is informational and told from a distance.

The **theme** is the main idea of a story. The theme of a story is often revealed gradually as the plot, characters, and point of view unfold.

The **mood** of the story is its general feeling. The mood may be happy, sad, mysterious, or suspenseful.

### Check-Up

- ▶ How can you learn about a character's traits from his or her actions?

### Tip

As you read, map out the story's basic plot features. After you have a grasp of these elements, you can identify theme, mood, and point of view.

# Apply It

## *D*irections

Read the passage below. Then answer the questions that follow.

### *Sam and Tally*

Sam was lifted from the living room couch, carried a short distance, and placed on the back porch. The door shut behind him. He had been sleeping so comfortably, curled up and dreaming. When they woke him up, he'd been upset. But now that he was outside, he decided it wasn't so bad. It was a warm, breezy day. Winter was finally over.

A bug zig-zagged past Sam; he swatted at it and missed. "I've gotten out of practice," he thought, his tail twitching. "I'll have to sharpen my skills." He looked forward to the approaching summer, when he could chase robins and squirrels, climb tall trees, and explore the fields surrounding his house.

Just as Sam was entering the backyard, Tally came running over from the house next door with her tail wagging. "Oh no," thought Sam. He knew that Tally wouldn't try to hurt him, but she would come over and slobber on him. He turned his head and looked at the door.

Tally looked at him and cocked her head. "How you been? How you been? How you been?" Tally asked excitedly.

Sam rolled his eyes. "Fine," he said. "You?"

"Good, good, good!" said Tally.

"I thought you were going to move," Sam said.

"No, no, no!" said Tally. "They changed their minds. We can hang out all summer!"

"Oh, great," thought Sam, "It's going to be a long summer."



**1** Which sentence could be foreshadowing events to come later? **7.3.2**

- A** It's going to be a long summer.
- B** Sam rolled his eyes.
- C** He turned his head and looked at the door.
- D** The door shut behind him.

**2** From what point of view is this story told? **7.3.5**

- A** first person
- B** subjective
- C** third person
- D** objective

**3** Which word below BEST relates to the theme of this story? **7.3.4**

- A** bravery
- B** poverty
- C** friendship
- D** grief

**4** How does Sam feel about Tally's visit? **7.3.3**

- A** excited
- B** fearful
- C** sad
- D** annoyed

**5** How does the author reveal Sam's feelings about Tally? Support your answer with details from the passage. **7.3.3**

*Sam thinks "oh, no" when he sees her and*

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*looks at the door for escape. He also*

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*rolls his eyes and thinks it's going to be*

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*a long summer.*

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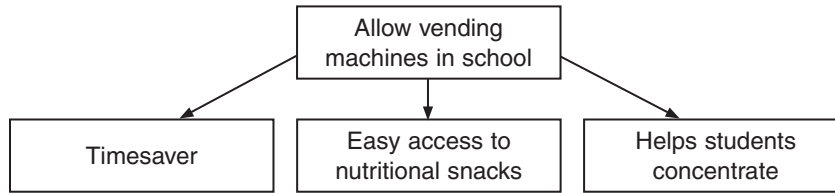
# The Writing Process

Good writing requires planning, organizing, and editing. In this lesson you will review ways to **plan** for and complete a writing project.

## Prewriting Skills

There are three main steps to the planning process: brainstorming, organizing, and outlining. Brainstorming allows you to list as many ideas as possible about your writing project. Organizing lets you take those ideas and create a structure.

For example, if you are writing an essay to persuade the reader to allow vending machines in school, you might create a diagram such as the one below. Your position about vending machines would be listed at the top of the diagram. The reasons that support your position would be listed below.



Finally, you can use your diagram to create an outline. For most essays, the outline should include an introduction, the body, and the conclusion.

- I. My school should allow vending machines.  
(Introduction/Main idea)
- II. Reasons why: (Body)
  - A. Timesaver if kids are running late
  - B. Easy access to nutritional snacks
  - C. Helps students concentrate on learning instead of thinking about being hungry
- III. A benefit for everyone (Conclusion)

### Tip

The first line of your writing piece should grab the reader's attention and lead the reader to your main idea.

## Drafting and Writing the Essay

When you are ready to begin drafting your essay, remember these points:

- Engage the reader's interest.
- Make your purpose clear to the reader.
- Develop the topic with supporting details such as anecdotes, descriptions, examples, and facts.
- Write a summarizing conclusion.
- Document your sources and create a bibliography (the list of sources you use to find information for your essay or report).

# The Writing Process (continued)

## Revising and Editing the Essay

When revising your writing, ask yourself questions such as “Is this piece organized logically?” and “Did I choose interesting and precise words?” When editing, it is helpful to create a checklist to make sure your work is free of grammar, punctuation, and capitalization errors.

## Apply It

### Planning for an Essay on Helmet Use

- 1** Read the prompt below. Think about the position you will take, and then fill in the prewriting outline to organize your ideas. Note that you do not have to fill in all of the available lines.

Lawmakers have proposed passing a law that requires all bicyclists and in-line skaters to wear helmets. You want to write an essay for the school newspaper about the proposed law. **7.4.4**

I. Introduction I think there should be a law requiring helmets for all bicyclists and in-line skaters.

II. Body  
A. Protects the users

1. Helps reduce serious injury

2. \_\_\_\_\_

B. Cheaper in the long run

1. Cost of helmet is less than a trip to the doctor

2. \_\_\_\_\_

C. Encourages thinking about safety

1. Might use other safety equipment

2. Reminds them not to take silly chances

III. Conclusion Accidents happen, and it's best to be prepared.

## Requiring Helmets for Bicyclists and In-Line Skaters

Use the outline you filled in on page 22 to help you write your essay on helmet use. Write an essay at least three paragraphs in length. It should clearly support your position on the topic.

7.5.4

As you write, ask yourself the following questions.

- What is my purpose for writing the essay?
- What is my main idea?
- Is the organization of my essay logical? Does it include an introduction, a body, and a conclusion?

**Title:** Say Yes to Helmets

*If you haven't heard already, lawmakers have proposed a law that would require all*

*bicyclists and in-line skaters to wear helmets. I think this is a law that is long overdue and that*

*should be passed quickly.*

*There are many reasons why this law is a good idea. First of all, it will help protect the user*

*from serious injury. Instead of a head injury, a crash or fall might cause only scrapes and bruises.*

*Also, the cost of a helmet is much, much less than a trip to the doctor or the emergency room.*

*I also think that requiring helmets will encourage bicyclists and skaters to use other*

*safety equipment to protect their elbows, knees, and hands. The need for safety equipment is*

*also a reminder that what bicyclists and skaters are doing can be hazardous, so they might not take as many risks.*

*Accidents happen, and it's better to be prepared than to risk serious injury. So before you react to the proposed law, don't think of it as someone else trying to control you. Think of it as a way to keep a good head on your shoulders!*

# Writing Applications

When writing, you need to be aware of your audience (who you are writing for) and your purpose for writing. These will influence how you organize your piece and the words you select. Below are some key elements that distinguish one type of writing from another.

## Narrative Fiction

- Stories need a **plot**, a **point of view** (narrator), a **setting**, and a **conflict**.
- Use appropriate words and descriptive language. Remember: **Show, don't tell** what happens in the story.

## Response to Literature

- You may be asked to write about something you read. Your writing should show that you carefully read the piece and understood it.
- As you write, refer back to the text. Use specific examples and details to support your ideas.

## Persuasive Essay

- Make sure you state your opinion clearly and support it with examples and emotional appeals.
- Address your readers' concerns and arguments. One way to do this is to discuss the opinion of the other side and then refute it—state why you don't support that opinion. Back up your own belief with examples.

## Summary

- Your summary should include the main idea and most important details of a text. Remember to focus on the overall meaning and not just on minor details.
- Use your own words, except for quotations.

## Research Reports (Informational)

- Summarize the material you have collected from several sources.
- Develop the text with clear and accurate ideas, facts, and examples.
- Make a clear distinction between your ideas and those of others.
- List all of your sources in a bibliography.

## Check-Up

- ▶ When writing a persuasive piece, why would you include arguments that oppose your point of view?
- ▶ How can you distinguish between your ideas and text that you reference when writing?

### Tip

Some pieces may contain elements from different types of writing. Be sure to keep your main purpose in mind while you are writing.

# Apply It

## Directions

Below are drafts of two student writing pieces on skateboarding. Read the pieces, and then answer the questions that follow.

### *How to Do an “Ollie”*

1. Set up one foot on the tail and your leader on the middle of the board. If you bend your legs, you will get more pop.
2. Pop the tail while at the same time sliding your leader up.
3. You will be in the air now! Press your nose down a little bit to level out the board.
4. Slam the trucks down. Don't forget to bend your knees to absorb the shock.
5. Ride away!

### *The History of Skateboarding*

*Sk8tz!* is an awesome article about the history of skateboarding. Skateboarding as a sport started in California in the 1950s as surfers tried to come up with a way to surf on the streets. “In the 1960s, Makaha and Hobie began mass-producing skateboards,” which made them more popular and available. “During the 1970s, skateboarding experienced a large growth stage.” There were skate parks built, movies made, and magazines published. Skateboarding consisted of the slalom, downhill, freestyle, and long jump. “In the 1980s, skateboarding underwent a revolution with the introduction of the plywood ramp and invention of street style. Media coverage has moved the sport in the 1990s from an underground sport to a spectator sport.” Now skateboarding is considered a professional sport.

**1** The audience for the first piece is people familiar with skateboards. How should the first piece be revised to appeal to people new to skateboarding? **7.5.7**

- A** Make the directions shorter.
- B** Change the skateboarding terms to ones that are familiar to everyone.
- C** Give safety tips.
- D** Change the order of the directions.

**2** What type of writing is the second piece? **7.5.5**

- A** persuasive essay
- B** response to literature
- C** narrative
- D** summary

**3** How can the second piece be improved? **7.5.5**

- A** The student should use his or her own words.
- B** State a clear position.
- C** Place the details in chronological order.
- D** Make references to literature.

**4** Marcus wants to write an essay to convince city board members to build a skate park. What type of writing should he use? **7.5.4**

- A** narrative
- B** persuasive essay
- C** response to literature
- D** summary

**5** What text structure is used to organize the main points of the second piece? **7.4.2**

- A** problem/solution
- B** chronological order
- C** categories
- D** compare/contrast



# Language Conventions and Proofreading

## Lesson 8

In this lesson, you will review some tips for writing clear and correct English. When writing, keep in mind the following proofreading points.

### Grammar

A **modifier** is a word or phrase that describes other words or makes them more specific in meaning. Be sure to place the modifier next to the word it modifies.

- Incorrect: I'll wear *the red shirt to dinner, which I bought yesterday.*
- Correct: I'll wear *the red shirt, which I bought yesterday, to dinner.*

A verb is in the **active voice** when the subject performs the action of the verb. A verb is in the **passive voice** when the subject receives the action of the verb.

- Active Voice: *Beth ate* the apple pie.
- Passive Voice: *The pie was eaten* by Beth.

An **infinitive** is formed by the word *to* and the base form of a verb (for example: *to give*). A **participle** is formed by adding an ending, such as *-ing*, *-ed*, *-en*, or *-t*, to the base form of a verb (for example: *eating*, *given*, and *lived*).

An **antecedent** is the word a pronoun refers to. Make sure there is a clear link between a pronoun and its antecedent.

- Confusing: The bike hit the tree, and it was damaged.
- Clear: *The bike* was damaged after *it* hit the tree.

### Punctuation

A **subordinate clause** is a group of words with a subject and a predicate, but it does not express a complete thought and cannot stand alone as a sentence. Use commas after introductory subordinate clauses.

- *After Sarah finished studying, she went to bed.*

### Capitalization

A **proper noun** names a specific person, place, thing, or idea. Be sure to capitalize proper nouns.

- September, Chicago, Mr. Lee, Jones Junior High

### Check-Up

- ▶ What is the difference between active voice and passive voice?

### Tip

One way to improve your punctuation, grammar, and spelling is to correct other people's work. Try proofreading a friend's writing.

# Apply It

**1** Which is the correct way to punctuate this sentence? **7.6.7**

- A** I was late for school, because, our car had a flat tire.
- B** I was late for school because, our car had a flat tire.
- C** I was late for school, because our car, had a flat tire.
- D** I was late for school, because our car had a flat tire.

**2** Which sentence contains an infinitive? **7.6.2**

- A** I rode down the longest road.
- B** She has ridden down that path before.
- C** My dad is teaching me to ride uphill.
- D** Riding uphill was the most difficult part of the race.

**3** What part of speech is underlined in the sentence below? **7.6.4**

*Kylie stomped her feet angrily when she did not win the trophy.*

- A** pronoun
- B** adjective
- C** adverb
- D** conjunction

**4** Which sentence shows the correct use of capitalization? **7.6.8**

- A** I had to give a speech at Smith Community Center.
- B** I had to give a speech at smith community center.
- C** I had to give a Speech at smith community center.
- D** I had to give a speech at Smith community center.

**5** What is wrong with the following sentence? **7.6.3**

*Anna told Sara that she is a good artist.*

- A** The proper nouns are not capitalized.
- B** The modifier is in the wrong place.
- C** The active voice should be used.
- D** There is not a clear link between the pronoun and the antecedent.

**6** Rewrite the following sentence correctly in the space below. **7.6.1**

*Carmen left the eggs in the cart, which she bought at the store.*

*Carmen left the eggs, which she bought at the store, in the cart.*

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**7** Rewrite the following sentence using active voice. **7.6.1**

*The tent was blown over by the wind.*

*The wind blew the tent over.*

---

---

**8** Rewrite the following sentence correctly in the space below. **7.6.3**

*Juan and Peter went to the mall because he needed some new shoes.*

*Juan and Peter went to the mall because Juan [or Peter] needed some new shoes.*

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# Test Practice

## Section 1





## Test Practice

### Section 1

#### *Directions*

In this test, you are going to read a story, an article, and a narrative. You will answer questions about what you read after each selection. You may look back at the reading selections as often as you like in order to answer the questions.



Sometimes in the evenings, the fathers and mothers of Rootabaga Country tell this story of the White Horse Girl and the Blue Wind Boy.

# The White Horse Girl and the Blue Wind Boy

by  
Carl Sandburg

The White Horse Girl grew up far in the west of the Rootabaga Country. All the years she grew up as a girl she liked to ride horses. Best of all things for her was to be straddle of a white horse loping with a loose bridle among the hills and along the rivers of the west Rootabaga Country.

She rode one horse white as snow, another horse white as new washed sheep wool, and another white as silver. And she could not tell because she did not know which of these three white horses she liked best.

“Snow is beautiful enough for me any time,” she said, “new washed sheep wool, or silver out of a ribbon of the new moon, any or either is white enough for me. I like the white manes, the white flanks, the white noses, the white feet of all my ponies. I like the forelocks hanging down between the white ears of all three—my ponies.”

And living neighbor to the White Horse Girl in the same prairie country, with the same black crows flying over their places, was the Blue Wind Boy. All the years he grew up as a boy he liked to walk with his feet in the dirt and the grass listening to the winds. Best of all things for him was to put on strong shoes and go hiking among the hills and along the rivers of the west Rootabaga Country, listening to the winds.

There was a blue wind of day time, starting sometimes six o'clock on a summer

morning or eight o'clock on a winter morning. And there was a night wind with blue of summer stars in summer and blue of winter stars in winter. And there was yet another, a blue wind of the times between night and day, a blue dawn and evening wind. All three of these winds he liked so well he could not say which he liked best.

“The early morning wind is strong as the prairie and whatever I tell it I know it believes and remembers,” he said, “and the night wind with the big dark curves of the night sky in it, the night wind gets inside of me and understands all my secrets. And the blue wind of the times between, in the dusk when it is neither night nor day, this is the wind that asks me questions and tells me to wait and it will bring me whatever I want.”

Of course, it happened as it had to happen, the White Horse Girl and the Blue Wind Boy met.

*. . . She told him all about the horses and he told her about listening to the winds.*

*. . . Then one day the two were gone. They did not tell anyone they were leaving. They just left a note saying they were going to search for the beginnings of what they love.*

*. . . Many years went by until a Gray Man on Horseback came riding across Rootabaga Country. They asked him if he had seen the White Horse Girl and Blue Wind Boy and he answered:*



“It was a long, long ways from here I saw them . . . it would take years and years to ride to where they are. They were sitting together and talking to each other, sometimes singing, in a place where the land runs high and tough rocks reach up. And they were looking out across water, blue water as far as the eye could see. And away far off the blue waters met the blue sky.

“‘Look!’ said the Boy, ‘that’s where the blue winds begin.’

“And far out on the blue waters, just a little this side of where the blue winds begin, there were white manes, white flanks, white noses, white galloping feet.

“‘Look!’ said the Girl, ‘that’s where the white horses come from.’

“And then nearer to the land came thousands in an hour, millions in a day, white horses, some white as snow, some like new

washed sheep wool, some white as silver ribbons of the new moon.

“I asked them, ‘Whose place is this?’ They answered, ‘It belongs to us; this is what we started for; this is where the white horses come from; this is where the blue winds begin.’”

And that was all the Gray Man on Horseback would tell the people of the west Rootabaga Country.

*. . . The fathers and mothers talked often about whether the Gray Man on Horseback’s story was true or if he had made it up.*





**1** Why does the author compare a horse to “new washed sheep wool”? **7.1.1**

- A** because the horse reminded the girl of a sheep
- B** because the horse is very white like a clean sheep
- C** because the horse and the sheep both live on a farm
- D** because the horse has hair that is warm like a sheep

**2** Read the following line from the passage.

*Best of all things for her was to be straddle of a white horse loping with a loose bridle among the hills and along the rivers of the west Rootabaga Country.*

Which of the following words could replace the word *loping* in the sentence above? **7.1.3**

- A** jogging
- B** leading
- C** walking
- D** grasping

**3** Why do you think the author repeats the phrase, “Best of all things”? **7.3.7**

- A** to make the story last longer
- B** to create the rhythms of a story that is told aloud
- C** to emphasize how much the Girl loves her ponies
- D** to build suspense as the Boy and Girl prepare to go away

**4** Which phrase from the story lets you know that the Girl and the Boy were meant to meet each other? **7.3.2**

- A** best of all things for him
- B** all the years she grew up as a girl
- C** and living neighbor to the White Horse Girl
- D** of course, it happened as it had to happen

**5** How were the White Horse Girl and the Blue Wind Boy alike? **7.3.3**

- A** They both rode horses.
- B** They both lived in Rootbeer Country.
- C** They both loved doing one thing.
- D** They both were hiding from the Gray Man on Horseback.

**6** Read this line from the passage.

*They were sitting together and talking to each other, sometimes singing, in a place where the land runs high and tough rocks reach up.*

What does the author mean by “a place where the land runs high and tough rocks reach up?” **7.3.7**

- A** a place with caves
- B** a place with prairies
- C** a place with mountains
- D** a place with clear streams



# Alligators

Alligators are crocodylians along with their cousins, the crocodiles. They came from a group of animals that is over 200 million years old. This group included other reptiles that once were the major life form throughout the world. In fact, the crocodile is among the most advanced reptiles. Many of its organs, such as its four-chambered heart, resemble those of mammals more than they resemble those of other reptiles.

Alligators usually live in and around swamps and marshes, but they spend much of their time on dry land. Males usually grow to about 12 feet, and females usually grow to 9 feet. Alligators have strong tails that are used for both defense and swimming. Their long bodies are covered with thick scales that act as armor.

Young alligators eat insects and small fish. As they get older, they may eat turtles, snakes, or even birds. Using their tails, alligators can propel themselves up out of the water to catch flying prey with their large teeth. Each alligator has about eighty teeth in its mouth. These teeth are not used for chewing food—they grab the alligator’s prey and hold it until the alligator swallows the prey whole. The alligator’s loosely attached teeth can fall out and grow back numerous times. An average alligator may go through two to three thousand teeth in its lifetime.

Alligators are quite different from crocodiles. While alligators can harm people, they are less dangerous than crocodiles. Alligators will only attack people when they are provoked. Alligators also look different from crocodiles. The mature alligator’s nose is wider, and its body color is black, while crocodiles are brown. Most obviously, the crocodile has teeth that stick out of its mouth when its jaws are closed. All the alligator’s teeth remain hidden inside its closed mouth.

Although alligators can harm people and are excellent hunters, they do provide some ecological<sup>1</sup> benefits. “Gator holes,” holes dug by alligators, collect rainwater, which supplies other animals with water through long periods without rain. Not only do other animals drink this water, but many animals lay their eggs in these holes.

The alligators’ habitat is in the southeastern United States between South Carolina and Texas. Most of them live in Louisiana and Florida. The American alligator had been placed on the endangered species list in the 1960s. Once alligators were protected, hunting them became illegal. As a result, the alligator population boomed, and in 1987, alligators were removed from the list.

---

<sup>1</sup>**ecological:** the relationship between the alligator and its environment



**7** The Latin root *habit* means  *dwell* . What does the word *habitat* mean? **7.1.2**

- A** a place to live
- B** an open area
- C** a secluded location
- D** a home for pets

**8** Look at the following line from the passage.

*Using their tails, alligators can propel themselves up out of the water to catch flying prey with their large teeth.*

From the context, the word *propel* MOST LIKELY means **7.1.3**

- A** slither
- B** walk
- C** push
- D** climb

**9** The author's claim that the American alligator was taken off of the endangered species list in 1987 is based on the fact that the American alligator **7.2.7**

- A** became extinct
- B** reproduced in great numbers that year
- C** no longer lived in the wild, but in zoos
- D** multiplied when it could not be hunted

**10** What would be one result of alligators becoming extinct? **7.2.7**

- A** The animals that alligators eat would increase in number.
- B** There would be fewer animal attacks.
- C** There would be an overabundance of crocodiles in the swamps.
- D** There would not be water holes for animals to drink from.

**11** The purpose of the fifth paragraph is to **7.2.1**

- A** give details about how alligators lay their eggs
- B** persuade the reader to read more about alligators
- C** explain the benefits of alligators to the environment
- D** convince the reader that alligators are excellent hunters

**12** In which situation might an alligator harm a person? **7.2.7**

- A** if the person walked near the swamp where it lived
- B** if the person disturbed the alligator by hitting it
- C** if the person was playing loud music near the alligator
- D** if the person was in the same swamp as the alligator



# Turkeys

by  
Bailey White

Something about my mother attracts ornithologists. It all started years ago when a couple of them discovered she had a rare species of woodpecker coming to her bird feeder. They came in the house and sat around the window, exclaiming and taking pictures. . .

In those days, during the 1950s, the big concern of ornithologists in our area was the wild turkey. They were rare. . .

It was during that time, the spring when I was six years old, that I caught the measles. I had a high fever, and my mother was worried about me. She kept the house quiet and dark. The ornithologists stayed away—but not out of fear of the measles or respect for a household with sickness. The fact was, they had discovered a wild turkey nest. . . .

One night our phone rang. It was one of the ornithologists. “Does your little girl still have measles?” he asked.

“Yes,” said my mother. “She’s very sick. Her temperature is 102.”

“I’ll be right over,” said the ornithologist.

In five minutes a whole carload of them arrived. They marched solemnly into the house, carrying a cardboard box. . . .

“A hundred two—can’t miss if we tuck them up close and she lies still.”

I closed my eyes then, and after a while the ornithologists drifted away. . .

The next morning I was better. For the first time in days I could think. The memory of the ornithologists with their whispered voices and

their bony, cool hands was like a dream from another life. But when I pulled down the covers, there staring up at me with googly eyes and wide mouths, were sixteen fuzzy baby turkeys and the cracked chips and caps of sixteen brown speckled eggs. . . .

It seems the turkey hen [had been so disturbed by the ornithologists] that she had abandoned her nest on the night the eggs were due to hatch. It was a cold night. The ornithologists, not having an incubator on hand, used their heads and came up with the next best thing.

The baby turkeys and I gained our strength together. When I was finally able to get out of bed and feebly creep around the house, the turkeys peeped and cheeped around my ankles, scrambling to keep up with me and tripping over their own big spraddle-toed feet. When I went outside for the first time, the turkeys tumbled after me down the steps and scratched around in the yard while I sat in the sun.

Finally, in late summer, the day came when they were ready to fly for the first time as adult birds. The ornithologists gathered. I ran down the hill, and the turkeys ran too. Then, one by one, they took off. They flew high and fast. . . .

Nearly forty years have passed since then. In many ways the world is a worse place now. But there’s a vaccine<sup>1</sup> for measles. And the woods where I live are full of pure wild turkeys. I like to think they are all descendants of those sixteen birds I saved from the vigilance of the ornithologists.

---

<sup>1</sup>**vaccine:** medicine that spares a person from getting a particular disease



**13** The Greek suffix *logy* means a branch of knowledge, and the root *ornitho* means bird. What would *ornithology* mean? **7.1.2**

- A** people who teach about birds
- B** a way to keep birds healthy
- C** a place where birds live
- D** the study of birds

**14** Read the following line from the passage.

*The ornithologists, not having an incubator on hand, used their heads and came up with the next best thing.*

From the context, the word *incubator* MOST LIKELY means **7.1.3**

- A** a special cage for wild birds
- B** a device to nurture something
- C** a thermometer to take a bird's temperature
- D** a person who is able to treat sick animals

**15** The ornithologists put the turkey eggs in the narrator's bed because **7.2.7**

- A** they thought the eggs would heal the narrator
- B** the turkey nest was too small for the eggs
- C** the narrator is warm enough to hatch the eggs
- D** they want to hide the eggs from the turkey hen

**16** What would be the best title for this passage if it were told from the ornithologists' point of view? **7.2.4**

- A** A Clever Plan Saves the Day
- B** Rare Birds Hatched in the Park
- C** Turkeys: The Cure for Measles
- D** The Day We Found the Turkeys

**17** Which words would the narrator MOST LIKELY use to describe the ornithologists? **7.2.4**

- A** foolish and uneducated
- B** dangerous and silly
- C** interfering and rude
- D** odd and harmful

**18** Why does the turkey hen leave her eggs? **7.2.3**

- A** The turkey hen finds a new nest.
- B** The turkey hen is looking for food.
- C** It is too cold for the turkey hen to stay in the nest.
- D** The turkey hen is scared away by the ornithologists.



# Test Practice

## Section 2





## Test Practice

### Section 2

#### *Directions*

In this part of the test, you are going to read a narrative, an article, and a time line. You will answer questions about what you read after each selection. You may look back at the reading selections as often as you like in order to answer the questions.





# Loser

by  
Aimee Bender

Once there was an orphan who had a knack for finding lost things. Both his parents had been killed when he was eight years old—they were swimming in the ocean when it turned wild with waves, and each had tried to save the other from drowning. The boy woke up from a nap, on the sand, alone. After the tragedy, the community adopted and raised him, and a few years after the deaths of his parents, he began to have a sense of objects even when they weren't visible. This ability continued growing in power through his teens and by his twenties, he was able to actually sniff out lost sunglasses, keys, contact lenses and sweaters.

The neighbors discovered his talent accidentally—he was over at Jenny Sugar's house one evening, picking her up for a date, when Jenny's mother misplaced her hairbrush, and was walking around, complaining about this. The young man's nose twitched and he turned slightly toward the kitchen and pointed to the drawer where the spoons and knives were kept. His date burst into laughter. Now that would be quite a silly place to put the brush, she said, among all that silverware! and she opened the drawer to make her point, to wave with a knife or brush her hair with a spoon, but when she did, boom, there was the hairbrush, matted with gray curls, sitting astride the fork pile.

Jenny's mother kissed the young man on the cheek but Jenny herself looked at him suspiciously all night long.

You planned all that, didn't you, she said, over dinner. You were trying to impress my mother. Well you didn't impress me, she said.

He tried to explain himself but she would hear none of it and when he drove his car up to her house, she fled before he could even finish saying he'd had a nice time, which was a lie anyway. He went home to his tiny room and thought about the word *lonely* and how it sounded and looked so lonely, with those two l's in it, each standing tall by itself.

As news spread around the neighborhood about the young man's skills, people reacted two ways: there were the deeply appreciative and the skeptics.<sup>1</sup> The appreciative ones called up the young man regularly. He'd stop by on his way to school, find their keys, and they'd give him a homemade muffin. The skeptics called him over too, and watched him like a hawk; he'd still find their lost items but they'd insist it was an elaborate scam and he was doing it all to get attention. Maybe, declared one woman, waving her index finger in the air, Maybe, she said, he steals the thing so we think it's lost, moves the item, and then comes over to save it! How do we know it was really lost in the first place? What is going on?

---

<sup>1</sup>skeptics: people who doubt whether something is true



- 1** Read the following line from the passage.  
*This ability continued growing in power through his teens and by his twenties, he was able to actually sniff out lost sunglasses, keys, contact lenses and sweaters.*

Based on this sentence, what do the words *sniff out* mean? **7.1.1**

- A** to smell
- B** to lose
- C** to find
- D** to feel

- 2** You may have heard of someone riding “astride a horse.” Read the following line from the passage.

*... there was the hairbrush, matted with gray curls, sitting astride the fork pile.*

Which of the following words could replace the word *astride* in the sentence above? **7.1.3**

- A** across
- B** beside
- C** behind
- D** under

- 3** This story could BEST be described as **7.3.1**

- A** funny
- B** realistic
- C** horrifying
- D** mysterious

- 4** Which phrase from the story lets you know that the boy’s power would become a problem for him? **7.3.2**

- A** people reacted two ways: there were the deeply appreciative and the skeptics
- B** this ability continued growing in power through his teens
- C** he began to have a sense of objects even when they weren’t visible
- D** he tried to explain himself but Jenny would hear none of it

- 5** If this story were told from a first-person point of view, it would **7.3.5**

- A** be told by Jenny Sugar
- B** give each character’s thoughts
- C** be in the young man’s own words
- D** explain what happened to the young man’s ability

- 6** Why is the young man lonely? **7.3.4**

- A** He does not have many friends.
- B** He is distrusted by many people.
- C** He had no one to help raise him.
- D** He wants people to like him.



# Caves and Caving

It's a summer day in south-central Kentucky. A few people leave the dusty road and work their way down a trail along a hill. Despite the hot weather, they are wearing long-sleeved shirts and long pants, and they are carrying hard hats and backpacks. Suddenly they stop, push aside some branches, and unlock a heavy iron door in the hillside. A blast of cool air hits them as they buckle the straps of their hard hats under their chins and turn on the attached headlamps. One by one, they step into the side of the hill, into another world—the world of caves.

Most people think of caves as holes in rocky hills or mountainsides. Yet most caves are not simply large holes. They are vast networks of interconnected passages that sometimes stretch for miles. Some of the most extensive and fascinating cave networks are found in areas where thick layers of limestone were deposited long, long ago. Over millions of years, water containing natural acids entered the limestone through tiny cracks and dissolved parts of it, gradually creating hollows and passageways. When these hollows and passageways are large enough, they are called caves.

Caves exist all over the world in various environments and climates. One interesting feature of caves is their relation to the temperature of the air above them. For example, in Kentucky the air in a cave remains at approximately 54 degrees Fahrenheit all year, even when it is freezing cold or burning hot outside the cave.

Caves can be dangerous places for people who have no experience in them. Even spelunkers never enter a cave without at least one other person and lots of special equipment. They wear hard hats to prevent injuries from bumps against the rocks. They also carry plenty of light sources because caves are some of the darkest places in the world.

Due to the dangers present in caves, the entrances to some commonly known caves are kept locked. However, many caves are open to the public. Large caves, like Mammoth Cave in Kentucky, are often explored by the public during guided tours. Tours range from those that almost anyone can go on to those where people must wear protective gear and headlamps so they can crawl and squeeze through narrow passages. There are even “cave clubs” that spelunkers have established to encourage people to learn about caves and about safe cave exploring.

Humans are not the only creatures that venture inside of caves. Animals sometimes use caves for shelter. Most of these animals, including bats, stay fairly close to the entrance so they can easily leave the caves to look for food. A few animals, such as crickets and one type of salamander, however, make the wet areas deep in the caves their permanent homes.



**7** Read the following line from the passage.

*Even spelunkers never enter a cave without at least one other person and lots of special equipment.*

What is the BEST meaning for the word *spelunkers*? **7.1.3**

- A** people who write on cave walls
- B** people who give guided cave tours
- C** people who take guided cave tours
- D** people who are skilled cave explorers

**8** Why are many caves kept closed and locked? **7.2.3**

- A** to maintain a constant temperature
- B** to prevent people from injuring themselves
- C** to protect the environment within the cave
- D** to prevent animals from using them for shelter

**9** Which option below should an inexperienced cave explorer choose? **7.2.7**

- A** go alone into a cave with narrow passageways
- B** follow a friend into a maze of tunnels
- C** take a guided tour through wide open caves
- D** choose a cave that's never been explored before

**10** The second paragraph describes a kind of cave that is created by the action of **7.2.3**

- A** water
- B** wind
- C** heat
- D** cold

**11** How could you determine whether the author's information about caves is true? **7.2.6**

- A** interview a person who has taken a tour of a cave
- B** read a biography about ancient cave dwellers
- C** locate an article in an encyclopedia about caves
- D** read a magazine story about bats that live in caves

**12** Why is exploring a cave dangerous? **7.2.7**

- A** A person could slip and fall on the rocks.
- B** A person could lose a purse or keys in the dark.
- C** A person could become scared.
- D** A person could become cold from the low temperatures.



**13** Read the outline based on the passage.

- I. Exploring Caves
  - A. Equipment needed
    1. hard hat
    2. headlamps
    - 3.
    4. long-sleeved shirt

Which of the following should be placed into the blank area of the outline? **7.4.4**

- A** water
- B** long pants
- C** thermos
- D** whistle

**14** Which compound sentence below is written correctly? **7.6.10**

- A** I had not finished the job by noon because I had worked hard all morning.
- B** I had worked hard all morning, because I had not finished the job by noon.
- C** I had worked hard all morning, yet I had not finished the job by noon.
- D** I had not finished the job by noon so I had worked hard all morning.

**15** Which sentence is correct? **7.6.3**

- A** The teacher asked the class to open their books.
- B** Mom told the mechanic to call her about the bill.
- C** The dentist talked to me before they cleaned my teeth.
- D** The trees and shrubs are dry, and it should be watered.

**James Holman**

What was his early life like?	What kind of problems did he face?	
Born in 1786 in England	Became blind at age 25 from an illness	British author and adventurer, traveled to many countries
At age 12 became volunteer in British Royal Navy	Limited mobility, suffering pain	Studied medicine and literature

**16** The above chart shows research questions and notes for a research paper about James Holman. What question could complete the chart? **7.4.5**

- A** What kind of person was he?
- B** What were his successes?
- C** Where did he travel?
- D** Where did he live?

**17** There are different ways to organize a report. Which would be the BEST way to organize a report about James Holman? **7.4.2**

- A** by events in his life, starting with the earliest
- B** by the countries he visited
- C** by topic
- D** by the places where he lived



# Test Practice

## Section 3





## Test Practice

### Section 3

#### *Directions*

In this part of the test, you are going to write an essay. You will use a prewriting tool to help you plan and organize your writing. You should use the guidelines at the end of this section to edit your work.





# Memorable Experiences

Did you ever have to make a trip to the hospital emergency room? Have you ever made a team that you tried out for? Maybe a trip you took with your family was fun and exciting. Sometimes an ordinary day with your friends can be turned into an exciting story.

An **autobiographical narrative** is a true story that tells about something that happened to the person who is telling it. The purpose is to share an experience with others.

Think about an experience that sticks out strongly in your memory. Here are some things to think about:

Choose an experience that stands out in your mind. You don't have to write about a big adventure, just something that's important to you.

Choose an experience you remember well. You'll have details about the experience that will make your story more interesting.

Choose an experience you can share. If the experience is private, it may not be something that you want to tell the world. **7.5.1**

## *Directions*

Before you begin to write, use the prewriting tool below. As you plan your two-page essay, be sure that you:

- Grab the reader's attention from the beginning.
- Tell your story in the first person using the pronoun "I."
- Include important events in the order in which they happened.
- Use details and dialogue to tell what you saw, heard, or felt.
- Develop a plot—including a beginning, conflict, climax, and point of view.
- Develop yourself as a character and include another minor character.
- Have an ending that wraps up the story with some kind of conclusion or explains what the experience meant to you.



# Plan Your Essay

**Prewriting Tool:** Use the outline below to help organize your essay before you begin writing. You do not need to fill in all of the spaces provided. This is only a tool to help you organize your ideas. You may plan your essay using a different method on another sheet of paper.

## I. Introduction

Attention Grabber/Topic Sentence

*I was so afraid on my first day at Harvest Park School that my legs were shaking. I was the "new kid"*

*and afraid to talk to anyone.*

## II. Body

Details: actions, feelings, dialogue

**A. Actions:** *I got my class schedule and locker number. My guide was a guy named Geoffrey who lived in my apartment building; he showed me around school and helped me find my classes; we walked home together; and I saw him another day in the neighborhood park.*

**B. Feelings:** *scared being a new kid in school and embarrassed because the principal assigned someone to take me around; I was bored one day after school so I went to the park with my little sister to play basketball, and then I felt better when I saw Geoffrey who invited me to play basketball with him and some of his friends*

**C. Dialogue:** *conversation with the principal, talking to Geoffrey on the first day, and talking to him in the park one day after school and on the way home that day*

## III. Conclusion

Meaning of the experience

*Geoffrey and I are now good friends; we play basketball, joined the chess club, and do homework*

*together. I will always remember the scary feelings of being a new kid in school.*



## Essay

**Title:** The New Kid

*I was so afraid my legs were shaking. It was my first day at Harvest Park School. As a new kid, I was afraid to talk to anyone. A group of girls smiled at me but that was about it.*

*I got my class schedule and locker number from the office. I knew I'd never remember the combination. The principal introduced me to a boy named Geoffrey. "Geoffrey will be your guide today," she said. "He lives in your apartment building. I thought it would be nice to meet a neighbor." That day, Geoffrey showed me around the school and helped me find all of my classes. After school, we walked home together.*

*A couple of days later, I was pretty bored after I had finished my homework, so I decided to head down to the park to shoot hoops. When I got to the park, there was a group of guys already on the court. I stood and watched them for a while, feeling out of place not knowing anyone. I didn't want to barge into their game.*

*Then I heard someone shout, "Hey, Anthony, don't just stand there." It was Geoffrey with a*



huge smile on his face. That made me feel better! Geoffrey introduced me to the rest of the group, and we actually played a real basketball game. I don't think I had that much fun since we moved.

On the way home, Geoffrey was telling me about the chess club that he was joining. I thought that sounded great. I had been playing chess with my dad for a few years now. The club was meeting the next day after school, and he asked me to come along with him.

Since that first day at school, Geoffrey and I have done almost everything together. We're in the chess club, we play basketball, and we get together on weekends. He is one of my best friends. I made a lot of other friends that year, but I will never forget that first day. Being a new kid at school is a little scary, but I got over it pretty quickly. I'm sure I'm not the only one who has been the new kid.





# Test Practice

## Section 4





## Test Practice

### Section 4

#### *D*irections

In this part of the test, you are going to read a story and an article. You will plan and write an essay. You will also answer questions about what you have read after each selection. You may look back at the reading selections as often as you like in order to answer the questions. You will also answer some other questions that are not related to the passages.





## A Pleasant Surprise

Kylie stared at the tall, dark house. She knew that the baseball had landed somewhere near the front door, probably in the bushes. Kylie wanted to go get it, but if Mrs. Warren came out, she would yell at her. Everyone said that Mrs. Warren got really angry whenever any of the kids in the neighborhood played ball near her house. The baseball, however, belonged to Kylie's brother, Mike. If she didn't bring it back, he would say she was a baby who couldn't be trusted with other people's belongings. Kylie squared her shoulders and prepared herself to be brave. She began to walk toward the path as quietly as she could.

The afternoon was incredibly still, except for a distant, ghostly breeze blowing through the trees. Kylie thought that she saw shadows

with long tails race across the front of the house, but she told herself that the setting sun was playing tricks on her eyes. Her ears must have been playing tricks on her, too, because she could have sworn that she heard a shriek.

Near the steps, Kylie knelt down and gingerly began to feel for the baseball. Suddenly she felt a hand on her shoulder. Kylie jumped back, only to see Mrs. Warren standing behind her.

"Mrs. Warren, I—I was just—" Kylie stammered.

"Looking for this?" Mrs. Warren held out her hand. In it was a baseball. She smiled at Kylie.

**1** Read the following line from the passage.

*Kylie knelt down and gingerly began to feel for the baseball.*

Which of the following words could replace the word *gingerly* in the sentence above? **7.1.3**

- A** boldly
- B** knowingly
- C** cautiously
- D** eagerly

**2** Read the following line from the passage.

*Kylie squared her shoulders and prepared herself to be brave.*

What does the phrase "squared her shoulders" mean? **7.1.1**

- A** walked quickly with urgency
- B** leaned over to hide her face
- C** moved her body slowly ahead
- D** stood up straight with confidence



**3** In the first line of the second paragraph, what device does the author use to describe the wind? **7.3.7**

- A** simile
- B** imagery
- C** repetition
- D** symbolism

**4** How does the setting add to the suspense of the story? **7.3.9**

- A** The house is big and has many rooms.
- B** The house seems mysterious and scary.
- C** The house is owned by an old lady.
- D** The house is old and run down.

**5** What would be the BEST title for this passage if it were told from Mrs. Warren's point of view? **7.2.7**

- A** No Children Allowed
- B** Keep Off the Grass
- C** Lonely and Afraid
- D** Misunderstood

**6** Based on her thoughts and actions, how would you describe Kylie? **7.3.3**

*She is brave for going to the house*

---

*to get the baseball. She acts responsibly*

---

*because she does not want to lose her*

---

*brother's baseball.*

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# Diego Rivera: Murals of the Great Depression

In 1930, after much effort, Mexican painter Diego Rivera entered the United States. It was hard for him to gain admittance. This was because his communist beliefs clashed with American values. He backed communism because he felt that the gap in wealth between the rich and the working poor was unjust. In his eyes, a system in which the state owned all the property would make all people equal. Many of his public works of art showed his sympathy for workers and his support of communism.

Rivera came to the United States at the start of the Great Depression. At the height of the Depression, one-fourth of the workforce was unemployed. Many of those who had jobs saw their pay cut in half. Throughout the nation, people suffered. As a result, the nation turned its focus to the plight of workers. At first, Rivera's focus on workers in his murals won praise.

When he arrived in the United States, Rivera set to work in San Francisco on the mural "The Realization of a Fresco." He painted a scene of workers engaged in a building project. At the base of the piece were three men in suits. Looming above them was the huge

figure of a worker in uniform. Despite its subtle communist message, Rivera's focus on the worker in this piece received much acclaim.

A year later, at the request of auto magnate Henry Ford, Rivera painted a mural in Detroit. The work covered the walls of a museum courtyard. Rivera painted the workers and machines of the auto industry. A large clenched fist—a symbol of communist politics—loomed large on one of the mural's walls. Rivera's critics began to question his message.

The debate over Rivera's work peaked in 1933. The Rockefeller family asked him to paint a mural for the lobby of Rockefeller Center in New York. He began a piece that focused on the theme of progress. In this work, Rivera was less subtle about his beliefs. He painted the communist leader Lenin leading a protest of workers with red flags. The Rockefellers ordered Rivera to paint over the scene. When he refused, they destroyed the mural. Rivera was not asked to do a mural in the United States again for many years. Nevertheless, the murals Rivera painted influenced American artists deeply. For the next decade, the plight of workers remained a central theme in American art.

**7** Based on this passage, the Depression was a time when **7.1.3**

- A** communism was popular
- B** America had a shortage of artists
- C** many Americans fought in World War II
- D** many Americans were unemployed



- 8** From the passage, it can be concluded that a mural is **7.1.3**
- A** a painting that covers an entire wall
  - B** a painting that hangs in an art gallery
  - C** a painting that is used for advertisements
  - D** a painting that is used for political messages

- 9** The Rockefellers asked Rivera to paint over part of his mural because **7.2.3**
- A** they did not like the theme of progress
  - B** they thought it was too large for their building
  - C** they did not like his reference to communism
  - D** they were afraid people would be angry with them

- 10** It is likely that the huge figure of a worker in uniform looming over businessmen in suits was meant to suggest **7.2.7**
- A** the importance of workers to business
  - B** the power of businessmen over workers
  - C** workers are usually taller than owners
  - D** the poor conditions that workers had to work under

- 11** From the start, some Americans were suspicious of Rivera because he **7.2.3**
- A** supported communism
  - B** sympathized with businessmen
  - C** was not from the United States
  - D** was an artist from another country

- 
- 12** Throughout the 1930s, Rivera's work influenced American artists. Why do you think this is true? **7.2.7**
- It was the Great Depression. People lost money and jobs. Because Rivera's art focused on the*

*worker, other artists may have wanted to bring attention to workers' troubles.*

---

- 13** Later in his career, critics of Rivera began to question the messages in his murals. Why do you think they began to feel this way? **7.2.7**

*Rivera began to make his support of communism more obvious, and communist beliefs clashed with*

---

*American values.*

---



- 14** The city council has approved the budget for three bronze sculptures to be placed around the town. Two local artists have been commissioned to create two of the sculptures. The council would like a high school art student to design the third one, which would be placed in front of the high school. However, there has been some argument from students and teachers that all students should be allowed to enter a design for the sculpture, not just art students.

What do you think? Take a position and write an essay to persuade the city council to side with your opinion. You may use examples from your own experience or the experiences of others. Be sure to include valid reasons why your choice is best. **7.5.4**

**Consider these three ways to persuade your reader:**

- **Appeal to reason:** give good solid reasons for your argument.
- **Appeal to character:** use a trustworthy person to support your argument.
- **Appeal to emotions:** call on the reader's sense of responsibility and integrity to do the right thing.

***D*irections**

Before you begin to write, complete the prewriting chart.

- Take one position, be consistent about it throughout, and back up your position with plausible reasons.
- Give clear examples to support your position.
- Explain your ideas as complete thoughts rather than providing a list of examples.
- Use transitions properly so that the city council can follow your ideas.

**My Position:**

*I think all students should be allowed to enter a design for the sculpture.*

**Reason One for My Position:**

*There may be talented students who are not part of the school art department.*

**Example:**

*José Ferrari is an excellent artist. He is a senior at the high school and has created award-winning artwork that has been displayed in art shows. However, he is not an art student but is hoping to become an architect.*

**Reason Two for My Position:**

*Some students may not realize they are talented.*

**Example:**

*By opening up the design to all students, the city may find that there are students who have talent but have not had a chance to explore it.*

**Reason Three for My Position:**

*I think Mayor Blackwell would agree that all students should be given an equal opportunity.*

**Example:**

*Mayor Blackwell was once recognized for his contribution to the arts council. His photography is displayed in the public library.*

**Notes for Conclusion:**

*It is important to be fair to everyone.*

*Students may not have shown their potential.*

*Important people in our community have been given a chance in the past.*





*I think Mayor Blackwell would agree that all students should be given an equal opportunity.*

*The mayor himself has contributed to the arts. As a high school student, he shot the photos that are now displayed in the public library.*

*In conclusion, I think it's only fair that all students be given a chance. This opportunity might help individuals who would like to explore their creative side. There are also important people in our community who have succeeded in areas that were not their specialties because they were given the opportunity. It would be a shame to miss out on a great sculpture because someone was not allowed to enter a design.*







Leila is doing research for a report on Henry Ford. She uses an Internet search engine and types in “Henry Ford.” These are the results of her search. Questions 15, 16, and 17 are based on the information below.

The Life of Henry Ford

From his childhood through the founding of **Ford** Motor Company and beyond.

[www.hfmgy.org/exhibits/hf](http://www.hfmgy.org/exhibits/hf)

Henry Ford Museum & Greenfield Village

Henry Ford Museum & Greenfield Village located in Dearborn, Michigan. The searchable site provides information about museum programs.

[www.hfmgv.org](http://www.hfmgv.org)

Ford Motor Company Home Page

The corporate Web site for Ford Motor Company and its vehicle (car and truck) and service brands, featuring investor, career, news, and media information.

[www.ford.com/en](http://www.ford.com/en)

Henry Ford Community College

Apply for an Associate Degree, Certificate program, or Continuing Education Program directly online or call 800-765-0098.

[www.henryford.cc.mi.us](http://www.henryford.cc.mi.us)

Henry Ford Hospital Detroit, Michigan

Henry Ford Hospital in Detroit, Michigan offers breakthrough treatments including cardiac care, stroke care, and weight loss surgery.

[www.henryfordhealth.org/body.cfm](http://www.henryfordhealth.org/body.cfm)

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**15**

If Leila’s report is going to focus on Henry Ford’s invention of the assembly line, which Web site should she visit first? **7.5.3**

- A** Ford Motor Company Home Page
- B** Henry Ford Museum & Greenfield Village
- C** Henry Ford Community College
- D** Henry Ford Hospital



**16** Read the chart below.

What were his early years like?	What were his contributions to history?	
Raised in Michigan	Designed the Model T	H. Ford College
Worked as an engineer for Edison Illuminating Co.	Assembly line	H. Ford Hospital

Which of the following questions BEST completes the chart? **7.4.5**

- A** Where was he born?
- B** Why was he well known?
- C** Where was he educated?
- D** How did he help his community?

**17** In Leila’s report, she used the quotation, “Henry Ford proclaimed, ‘I will build a car for the great multitude.’” How would she give credit for this quotation, so it is not plagiarism? **7.4.6**

- A** put a footnote at the end of the page
- B** use a header at the beginning of the page
- C** cite the source of the quote in a bibliography
- D** give a list of names that were quoted in the passage

**18** Leila has decided that she wants her research report to focus on Henry Ford’s life before he started the Ford Motor Company. What search words can she add to her original search on “Henry Ford” to get more specific information? **7.5.3**

*early years*

---

*work history*

---

*before Ford Motor Corporation*

---

---

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