

Grade 7
OCCT Practice Test, Form A

Directions: Read each selection and the questions that follow it. Then mark your answer on the Answer Sheet. Make sure you find the question number on the Answer Sheet that matches the question number in the Practice Test.

The correct answer for Sample A has been filled in on the Answer Sheet to show you how to mark your answers. Mark your answer for Sample B.

Sample Selection: The Chemist

Kyle looked with a suspicious eye at the small vial he was holding. He shook it just a little, and a thin liquid sloshed around inside the vial. *What have I done?* he thought.

Mr. Hankins, Kyle's science teacher, walked around the classroom and examined the students' work. The rest of the students were mixing harmless chemicals together and then taking notes on the results, but Kyle's experiment hadn't gone according to plan. Where everyone else held vials full of a bright pink liquid, the contents of Kyle's vial had turned a shocking blue.

Sample A:

What is Kyle's main problem in the story?

- A. He doesn't get along with his science teacher.
- B. His experiment doesn't turn out right.
- C. He is afraid of mixing chemicals.
- D. His is the only vial with pink liquid in it.

Sample B:

Why does Mr. Hankins walk around the classroom?

- A. To see the students' work.
- B. To ask Kyle a question.
- C. To mix chemicals for students.
- D. To take notes on the results.

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

Year-Round School is the Answer

1 Dear Editor:

2 Children in the United States deserve the best education we can give them. Their future success depends on the quality of education we receive today. Unfortunately, the current school-year calendar puts U.S. students at a disadvantage when compared to students in Europe and Japan – the same people they will one day compete against in the global marketplace. Students in these places attend school from 200 to 240 days a year, compared to an average of 180 days in the United States. How can we ensure a better education for our students? The answer is year-round schooling.

3 In the 1800's, a summer break was necessary. Many families needed their children's labor to help raise and harvest crops. This is less true today, with machinery saving time and effort for those who still work on farms. Now, summer vacation is an obsolete idea. In fact, year-round schooling would be better for everyone involved: students, teachers, and parents.

4 In the last several years, a few schools have engaged in a bold experiment: they've abolished summer vacation. Instead, these schools stay in session throughout the year, taking several short vacations rather than one long summer break. In some schools, students attend classes for nine weeks and then have three weeks off. Supporters of this system say it helps students remember what they have learned; students don't forget as much in three weeks as they do in three months. Students also enjoy school more if they don't have to go for nine straight months. With a short vacation to look forward to every couple of months, students would be less likely to get bored with school.

5 Naturally, this also helps teachers. Many teachers in year-round schools say their students need less time to review than they did in the traditional nine-month schedule. This gives teachers more instruction time to cover more subjects. An added bonus would be decreased discipline problems as students would be less irritable if semesters were shorter.

6 Of course, year-round schooling would help parents, too. Because many parents work outside the home, they face the challenge of providing quality daytime care for younger children all summer long, but with a longer school year, the burden would be lessened. Shorter breaks would also help keep older, unsupervised children from getting into trouble. Parents would be glad to know that with shorter breaks – and perhaps more school days – their children would be getting as good an education as any child in the world.

7 It's time to put tradition aside. Let's give our children a word-class education that will help them compete in the global marketplace. Support year-round schooling in this country.

-Dr. Ron Pain
Superintendent, Sunnydale School District

1. Which word in paragraph 4 introduces an alternative?

- A. don't
- B. instead
- C. with
- D. also

2. What is the main idea of the selection?

- A. Students in Japan attend school more days per year than students in the United States
- B. Long summers were once important for farming families.
- C. Year-round school is the best choice in education, for many reasons.
- D. Year-round school is better for teachers.

3. In paragraph 5, what does the word traditional mean?

- A. Usual
- B. Worse
- C. Long
- D. Ancient

4. Which question is answered in paragraph 5?

- A. How is a year-round school's schedule unique?
- B. How is a year-round school better for teachers?
- C. How did year-round school begin?
- D. How is year-round school better for parents?

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

S.O.S. (Save Our Summers!)

By Charles Horse

1 Summer is every child's favorite season. It's a pleasant dream where days go on forever, the grass is thick and green, and the world is yours to explore with your friends. Even the air smells better. For children, summer has always meant freedom. But now some people want to take that freedom away. They believe kids should stay in school year-round, with just a few weeks here and there to take vacations. To them, I say, "No, thanks!" There are too many reasons to keep summer vacations to let them be taken away.

2 From a very young age, children are made to be students, marching around, following teachers' instructions, performing little tasks, and doing work. This is not a bad thing; kids have to learn how to read and do math and all the rest. But they are still children – they have to be able to run and play and discover the world on their own. We must let them have fun, give them some time to be free of responsibility and not have to take orders all day long. There will be plenty of time for that when they are grown up. Summer vacation is the perfect chance for kids to be themselves and enjoy their childhood.

3 Older children and teenagers need that freedom just as much. As they begin the process of maturing into adults, they need to feel independent from their parents. Teenagers rebel because they feel their independence is being reined in by parents and teachers. Taking away their only unmanaged time will just add to the problem. And students who already feel constrained by the stiff 8-to-3 workday of school will be even more tempted to drop out if they have to go when the sun is hot, swimming pools are open, and people can drive convertibles with the top down.

4 Summer is also the only time many students are able to get a job. Sensibly, a lot of parents don't allow their children to work when they are in school. Students need plenty of time to study and enjoy after-school activities such as music and sports. For that reason, many kids need to work summers in order to have their own money and get some experience. It may not always be fun, but working still counts as freedom – the freedom to choose what to do with their time. Taking away summer vacations means taking away that choice and many other opportunities, as well.

5 Teachers will also suffer if the school year is lengthened. Of course, 90 percent of full-time jobs are year-round. In those professions, that is the most logical way to do them. But many teachers work more than full-time during the school year. They teach throughout the day and then make lesson plans, correct papers, and even coach sports teams or supervise other school groups. They deserve a long vacation. In fact, summer vacation is one of the few things that keep many good teachers from changing jobs. Like their students, many teachers take the summer to earn extra money. Lastly, summer is the main time when teachers may go back to school themselves, to learn how to be better teachers. If the school year goes year-round, many teachers may leave the schools for other fields.

6 Year-round schooling is not the answer to our educational problems. Kids will lose the chance to be kids, to enjoy their freedom, and to earn their own money. Teachers will lose one of their few perks, and we may lose the best teachers to other vocations. Instead, let's find a solution in which nobody loses. I urge you to help save our summers.

5. How does the author try to convince the reader that having summer vacation is the best school schedule?

- A. The author explains that summer is the only time students can get jobs.
- B. The author describes the benefits of long summers and the drawbacks of year-round school.
- C. The author explains how year-round school encourages students to drop out.
- D. The author says that children should not have to work too hard.

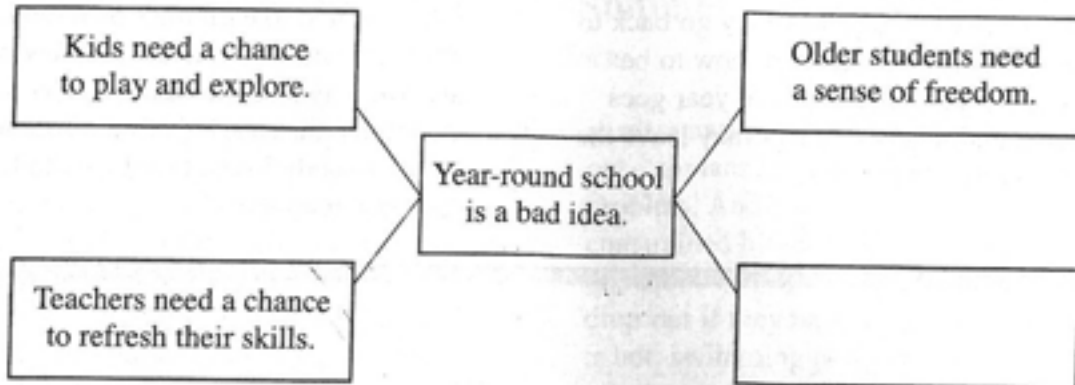
6. The author compares a long summer vacation to

- A. a swimming pool.
- B. the reins of a horse.
- C. a pleasant dream.
- D. a difficult job.

7. Which of these is a fact?

- A. Teachers deserve a long vacation for working such long hours.
- B. Children have to be able to run, play, and discover the world.
- C. Of course, 90 percent of full-time jobs are year-round.
- D. Summer vacation is the only time many students are able to get jobs.

Use the web below to answer the following question.



8. Which best completes the web?

- A. It's important for kids to learn to read and do math.
- B. Many parents need to work outside the home.
- C. Students need less time to review what they've learned.
- D. Older students need a chance to have a regular job.

9. What is a reasoned judgment in these two selections?

- A. "Students also enjoy school more if they don't have to go for nine straight months."
- B. "In fact, year-round schooling would be better for everyone involved: students, teachers, and parents."

- C. "An added bonus would be decreased discipline problems as students would be less irritable if semesters were shorter."
- D. "Of course, most full-time jobs are year-round, and in many other professions, that is the most logical way to do them."

10. What can you conclude from the information given in both selections?

- A. Year-round schooling only happens in wealth areas.
- B. The traditional school calendar is too old-fashioned.
- C. The traditional school calendar keeps students from learning.
- D. Year-round schooling is less common than the traditional schedule.

11. Which statement best summarizes these two selections?

- A. Year-round school is a topic many people disagree about.
- B. Everyone agrees that year-round school is the best idea.
- C. Students prefer longer summers, but parents and teachers prefer year-round school.
- D. When it comes to school schedules, most people don't have a preference.

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

Amoebas

By Janeen Garrowby

1 You may have learned in science class that the bodies of humans and animals are made up of millions of cells, the building blocks of life. But did you know that certain kinds of living things are made of only one of these blocks?

2 One of these creatures is the amoeba. Amoebas are one-celled organisms that are so tiny, you usually can't see them. If you put one under a microscope, you'd see something that looked like a strange, shapeless blob of jelly. They are often found in ponds and streams, although some can live in moist soil and others live inside the bodies of animals.

3 Because they are made up of only one cell, amoebas are not considered animals. But because they can move around, they aren't plants either. Amoebas and many other one-celled creatures are called *protists*. Although they only have one cell, amoebas are actually complex organisms that can do a lot of the same things animals do.

4 For example, amoebas are able to move using their own power. Because they have no permanent body structure, amoebas can change their shape. To move, amoebas push parts of their body out to form finger-like extensions that look like the arms of a starfish. These extensions are called *pseudopodia*, which means “false feet.” Once an amoeba reaches out in one direction with a pseudopod, the rest of its body flows into it, like a river into a lake. By repeating this process over and over, an amoeba can slowly move around.

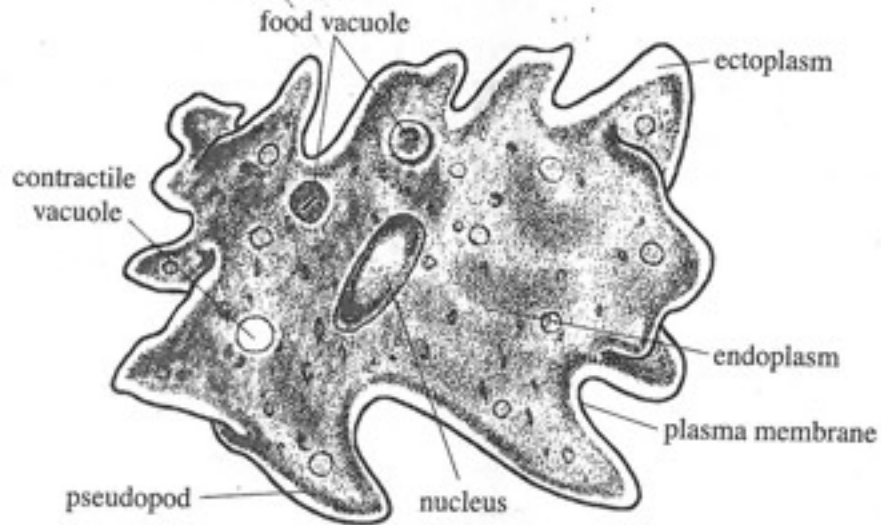
5 Like animals, amoebas also have to eat. Amoebas eat tiny organisms that are even smaller than they are. They also eat small pieces of decaying plants. This might sound a little tricky, since amoebas have no mouths. What they do instead is wrap several pseudopods around the food and simply pull it inside their cell. Once inside an amoeba, food is kept together in a *food vacuole*, a type of temporary stomach. It is a cavity that holds the food while it’s digested. Any food that can’t be digested is pushed back outside the cell.

6 Amoebas don’t have babies the way animals do, but they do reproduce. Once amoebas reach a certain size, they divide. First, the center part of the cell, called the *nucleus*, splits into two. Then the rest of the amoeba divides. The result is two amoebas called *daughter cells*. Each of these new amoebas is able to do everything the original amoeba could.

7 An amoeba can “breathe” by taking in oxygen from the water around it. Sometimes, too much water can flow into an amoeba. If the amoeba didn’t have a way of getting rid of this extra water, it would pop like an overfilled balloon. But many amoebas that live in water have a *contractile vacuole* that solves this problem. This vacuole is like a storage tank and water pump in one. It fills up with the extra water, then pumps it out of the cell.

8 Because amoebas have only one cell, they can be pretty delicate creatures. Amoebas can’t live normally if there are big changes in their environment. But amoebas have a special way of dealing with rough times. They create a hard membrane around themselves that serves as a protective shield, sort of like a cocoon. When the environment is right again, the amoeba breaks out of this shell and goes back to its normal life.

9 Although a few kinds of amoebas can cause disease in humans, amoebas help us much more than they hurt us. Amoebas are used by scientists to study how cells function. By watching amoebas closely, we can learn more about how cells in our own bodies work.



12. Paragraph 4 contains an example of what literary device?
- A. an analogy
 - B. an idiom
 - C. a simile
 - D. a metaphor
13. Where would you most likely find an amoeba with a contractile vacuole?
- A. in a patch of moist soil
 - B. in a snow drift
 - C. in a sand dune
 - D. in a small pond
14. Which key word would best help you locate more information on the Internet about how amoebas move?
- A. Vacuole
 - B. Pseudopod
 - C. Organism
 - D. Microscope
15. What is the main purpose of “Amoebas”?
- A. to describe to readers how amoebas move
 - B. to persuade readers that amoebas are protists, not animals
 - C. to warn readers about illnesses caused by amoebas
 - D. to inform readers about amoebas

16. Which book would be the best resource to find out how amoebas evolved?

A. Before the Amoeba: Early Life

B. Amoebal Life in Our Earth's Rivers

C. The History of One-Celled Organisms

D. Biology Basics: A Beginner's Guide

Use the outline below to answer the following question.

- I. Amoebas do many things larger organisms do
 - A. Move
 - 1. Push part of their body outward (called a "pseudopod")
 - 2. _____
 - 3. Slowly move around
 - B. Eat
 - 1. Wrap pseudopods around food
 - 2. Pull into temporary stomach (called a "vacuole")
 - 3. Push unneeded food back out
 - C. Divide to make more amoebas
 - 1. Center of cell splits in two
 - 2. Rest of cell splits in two
 - 3. Forms two new cells (called "daughter cells")
 - D. Breathe
 - 1. Take in oxygen from water
 - 2. Pump out extra water

17. Which **best** completes the outline?

- A. Flow into the extended part
- B. Eat small pieces of decaying plants
- C. Cause diseases in humans
- D. Swim using fish-like traits

Read "The Haunted Woman" and "Visit the Winchester Mystery House." Then answer the questions that follow.

The Haunted Woman

By Minerva Plunkett

1 Sarah Pardee was intelligent and married well. Her in-laws, the Winchesters, owned one of the biggest American businesses of the mid-1800s. No, they weren't train barons, nor did they own mines. Instead, they owned the patent on the "gun that won the West," the hugely popular Winchester Repeating Rifle.

2 Not long after the marriage of Sarah and William Winchester in 1862, disaster struck the newlyweds. In 1866, their infant daughter died. The loss of her only child caused Sarah to sink into a deep depression. Fifteen years later, her husband died. Both her daughter and her husband seemed to have been taken from Sarah before their time; now she was alone. She was richer than most people ever dream of being, miserable nonetheless.

A Message from Beyond?

3 Then Sarah consulted a medium (a person who claims to communicate with the dead), something that many women of the time liked to do. Although most women did it for sheer entertainment, Sarah put all her faith in what the medium had to say. The message was a shock; Sarah's family was being haunted by the spirits of all those killed by Winchester rifles. "Go West," advised the medium. "Build a house in which these spirits can come and dwell. Then they will end their campaign of revenge." Sarah believed she would be spared as long as the construction continued. Sarah found an eight-room farmhouse just west of San Jose, California. With piles of money at her disposal, she hired several full-time carpenters and began adding on. She built room upon room, story upon story. She made the passageways as confusing as possible to foil whatever evil spirits might visit. Thirteen was her favorite number, so she tried to build everything in thirteens. For instance, the chandelier held thirteen candles, some rooms had thirteen windows, and one suite had thirteen fireplaces. Of course, everything had to be custom-built.



Above: Sarah Winchester was wary of being photographed. This picture actually shows a wax model of Sarah created after her death.

4 Sarah's whims drove all her employees crazy, but at least she paid well, almost twice the going rate. Plus, there was never a dull moment in the Winchester Mansion. One day, Sarah would have a room painted bright red. The next day, she wanted it white, because that's what the spirits wanted. At one point, Sarah boarded up the wine cellar for a similar reason. (It has never been located.) Sarah also installed a total of forty-seven fireplaces, because that's how she imagined that her "spirit friends" came and went.

5 One might say that Sarah was innovative as well as obsessed. She installed a washboard sink, modern elevators, and a heat-control device on her shower to keep the water the right temperature. As she grew older and became afflicted with arthritis, she had switchback (a staircase with a zig-zag pattern) stairways built with two-inch risers, to ease her climb from floor to floor.

A Brush with Disaster

6 By 1900, the Winchester Mansion was seven stories tall. Sarah lived with her niece and servants in utter luxury. Then, in 1906, the great San Francisco earthquake tumbled three stories off the enormous structure. Sarah was trapped by the rubble for hours before her niece and servants discovered her. When she emerged, the first words spoken by this wiry, gray-haired woman regarded a new “revision” the spirits had demanded: Sarah must seal off the front thirty rooms, for she had worked too long on them and neglected the others. Evidently, the earthquake was Sarah’s fault.

7 Sarah died in 1922, at the ripe old age of 78. Numerous rooms of the mansion were still under construction, with materials for additional ones still in storage.

8 Visitors today can tour the Winchester Mystery House, which covers six acres with 160 rooms. No one knows whether it is really haunted. All we can say for sure is that its owner certainly was.



- On WMH Bus Lines
- 4 days, 3 nights
- Leaves from Tulsa, OK
- Just \$200/person
(\$150/child under 12)
- Includes transportation
and lodging (Other
fees apply)
- Boxed meals available
at extra charge

Visit the
Winchester
Mystery House

Don't miss this trip to see the most haunted house in America!

18. Which strategy would be **most** helpful if you wanted to interview on of Sarah Winchester's relatives?

- A. memorize the layout of the Winchester Mystery House
- B. find out where Sarah Winchester was born
- C. read as much as you can find about Winchester rifles
- D. make a list of questions to ask Sarah Winchester's relative

19. Based on the information in the advertisement, what would be the **least** important to know when calculating the cost of a trip to the Winchester Mystery House?

- A. How many adults and children are going on the trip?

- B.How much do the boxed meals cost?
- C.What route will the bus take on the way?
- D.What will the other fees be?

20. In paragraph 3, what does the word foil mean?

- A.Frustrate
- B.Wrap up
- C.Injure
- D.Befriend

21. Based on Sarah’s character traits, all are true except

- A.Sarah believed in spirits and ghosts
- B.Sarah enjoyed living simply.
- C.Sarah missed her lost loved ones.
- D.Sarah drove her employees crazy.

22. The details in paragraph 4 support the idea that Sarah Winchester’s

- A.life was limited by poverty.
- B.family worried about her physical health
- C.personality was interesting to those around her.
- D.husband was a famous gun maker.

23. The reader can tell that “The Haunted Woman” is a biography rather than an autobiography because

- A.it covers both childhood and adulthood.
- B.it is written about the subject but not by the subject
- C.it has a famous person as its subject
- D.it deals with the subject’s personal life, not her career.

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

My Song

By Rabindranath Tagore

This song of mine will wind its music around you,
my child, like the fond arms of love.

This song of mine will touch your forehead
like a kiss of blessing.

- 5 When you are alone it will sit by your side and
whisper in your ear, when you are in the crowd
it will fence you about with aloofness.

My song will be like a pair of wings to your dreams,
it will transport your heart to the verge of the unknown.

- 10 It will be like the faithful star overhead
when dark night is over your road.

My song will sit in the pupils of your eyes,
and will carry your sight into the heart of things.

- 15 And when my voice is silenced in death,
my song will speak in your living heart.

24. The reader can tell that “My Song” is a poem because it

- A. tells a story.
- B. uses stanzas.
- C. is rather short
- D. uses punctuation.

25. Line 4 is an example of

- A. a metaphor
- B. alliteration
- C. personification
- D. a simile

26. What is the effect of the repetition of the word “song” throughout the poem?

- A. It emphasizes that the song is the speaker’s love.
- B. It proves that the speaker is an excellent singer.
- C. It suggests that the poem should be sung aloud.
- D. It helps the reader to think of a favorite song.

27. What is the purpose of the metaphor in line 7?

- A. to create an image of protection from the crowd
- B. to show that the narrator is knowledgeable about fences
- C. to explain the the narrator is shy around people
- D. to illustrate how the narrator’s song is performed

28. Why is first-person point of view important to this poem?

- A. The child in the poem has an unexplained conflict with the narrator.
- B. The child in the poem is only shown through the eyes of the narrator.
- C. The narrator's emotions are more clearly shown.
- D. The narrator's descriptions of love are left unclear.

Below are the results from an Internet search using the keyword "parenting."

Parents' Home on the Range

Your home on the range for parenting tips, recipes, and printable coloring pages for children! Description: a practical resource for parents of young children.

A Parent's Corner

Poetry, short stories, visual art, and photography about the relationship between parents and children. Read, make connections with other parents, and submit your own art. Description: an online community and the place to go for parenting-related art.

Medical Answers for Parents

Got a sick kid? Enter your child's symptoms and choose from a list of possible illnesses. Then use our Doctor Finder to find a doctor in your area. Description: a medical information service.

Kidgames — Home Page

101 Games for Kids! Word searches, crossword puzzles, mazes, and logic puzzles. Bored? Tired of rainy days? Play a game at Kidgames! Description: a collection of online games for kids.

29. Which Web site from this search would be the best reference to find more poems like "My Song"?

- A. A Parent's Corner
- B. Kidgames – Home Page
- C. Medical Answers for Parents
- D. Parents' Home on the Range

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



Teenage writers are invited to submit their poems, stories, photographs, drawings, and essays to *Connections*, a monthly magazine written by and for teenagers. Read the following requirements before sending your material. We look forward to hearing from you!

Submission Guide

Connections publishes monthly on particular themes (see table). All material in an issue must relate to that month's theme.

Fiction/Drama

Between 500 and 2,000 words. We want stories and one-act plays with believable and interesting characters. Plots must have a beginning, middle, and end. Please, no "first love" stories. Humorous stories are fine, but they must be more than a series of jokes. Payment: \$25–\$75

Poems

Rhymed or unrhymed, up to 40 lines in length. Original song lyrics acceptable. No limericks or silly poems. Payment: \$10–\$25

Essays

500 to 1,500 words. No formula essays (five-paragraph essays). Use quotations, anecdotes, and personal reflections to make your topic come alive. Payment: 2¢/word

Photographs

Unusual, thought-provoking black-and-white images. No slides, please. Payment: \$50

Drawings

One-color line or charcoal drawings. Originals returned. Payment: \$50–\$100

Send your submission with a self-addressed, stamped envelope (SASE) by the deadline listed in the table. Mail to:

Connections
3825 Buckle Down Blvd.
Iowa City, IA 52241

No submissions will be returned without an SASE. Payment will be made upon acceptance.

Month	Theme	Submission Deadline
Sept.	Friendship	May 31
Oct.	Possibilities	June 30
Nov.	Reaching Out	July 31
Dec.	Discovery	Aug. 31
Jan.	Responsibility	Sept. 30

30. According to the table included in "Connections," anyone submitting a poem about friendship must

- A. include an unusual photograph.
- B. submit it by May 31.
- C. make sure it is at least 40 lines long.
- D. submit it in September.

31. In the essay submission guide of "Connections," what does formula mean?

- A. badly written
- B. copied from a book
- C. too long or short
- D. plugged into an existing structure

32. What can you reasonably conclude will happen to submissions sent in without a self-addressed, stamped envelope?

- A.They will be thrown away.
- B.They will be returned to the author.
- C.They will appear in the next issue.
- D.They will be saved for next year’s issues.

33. The word anecdotes comes from the Greek word meaning “things unpublished.” Based on this information, what does anecdotes mean in the selection?

- A.Magazines
- B.Books
- C.Personal stories
- D.Newspapers

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

Daedalus and Icarus

Adapted from Book 8 of Ovid’s *Metamorphoses*¹

*Ovid (43 B.C.E. – 17 C.E.) was a Roman poet who wrote about love. While he was exiled to remote island town on the Black Sea, he completed Metamorphoses, a series of tales written in verse and based on Greek and Roman myths.*²

1 Once there was a famous inventor named Daedalus, who was imprisoned with his young son, Icarus, on the island of Crete.³ The ruler of Crete, King Minos, had become angry with Daedalus. As punishment, he would not allow Daedalus and his son to return to their home in Greece. The king had his soldiers guard the land and sea.

2 But Daedalus was determined to escape, and he devised a daring plan. He told his son, Icarus, to gather feathers from the shore where huge seagulls flew overhead. He then melted wax and carefully put the feathers together to form a large pair of wings. When Icarus saw his father try on the wings and lift up into the air, he begged to have his own pair. Daedalus realized that, despite the danger, his son should go with him. So he made another pair of wings, smaller than his own, but just as strong.

¹ *Metamorphoses* – transformations, or changes from one physical form into another, especially by supernatural means

² *Greek and Roman myths* – stories about the Greek and Roman gods, superhuman beings, and the humans who interacted with them

³ *Crete* – A large island off the coast of Greece

3 Before Daedalus put the wings on his son, he warned him: “Be careful, my son. You must not fly too low or water will drag the wings down, and you must not fly too high or the sun will melt the wax and destroy the wings. You must fly a middle course. Above all, follow my lead and do not try any daring flying tricks.” After warning him again several times, Daedalus attached the apparatus to his son’s shoulders and arms. Daedalus’s face was wet with tears and his hands were trembling, for he feared for Icarus’s fate in this adventure. He kissed his son, and they both rose up, gently at first, and then faster and higher through the soft, white clouds. Daedalus kept looking back to make sure his son was flying safely. From the ground, several shepherds and a plowman looked up in amazement to see the boy and his father flying. “They must be gods!” They shouted.

4 Icarus laughed to hear the shepherds’ words. “I *am* like a god!” he proclaimed. As he flew out over the islands of Samos and Paros, Icarus was filled with wonder and excitement. He felt the glory of a great eagle. He beat his wings faster and began to soar higher and higher, ever closer to the sun. But as the sun’s heat grew more intense, the wax began to melt. First the small feathers loosened and fell, and finally the large feathers dropped off. As Icarus began to fall, he cried out, “Father!” And Daedalus called to him, “Icarus, where are you? Tell me where you are!”

5 But before his father could save him, Icarus had fallen to the sea. Seeing the broken wings adrift on the water, Daedalus flew down and carried his son’s body to land, where he buried him. He named the place Icaria, in memory of the boy who dared to fly too close to the sun.

34. What is the conflict in this story?

- A. Daedalus warns Icarus about flying too close to the sun, but Icarus forgets the warning.
- B. Daedalus and Icarus are a father and son who do not get along.
- C. Icarus flies too close to the sun on purpose, to spite his father.
- D. Daedalus and Icarus are trapped on an island and attempt a daring escape.

35. What point of view is revealed when Daedalus begins crying after warning Icarus?

- A. Daedalus realizes that he did not make Icarus’s wings strong enough.
- B. Daedalus is afraid Icarus will forget his advice and fly too high.
- C. Daedalus is sad to leave his home on the island of Crete.
- D. Daedalus is angry with Icarus for not helping make the wings.

36. The theme of “Daedalus and Icarus” is

- A. waste not, want not.
- B. it’s lonely at the top.
- C. pride goes before a fall.

D.nothing ventured, nothing gained.

37. What characteristic of folktale is found in “Daedalus and Icarus”?

- A.It is about a real person’s life.
- B.The main character is looking for clues.
- C.It is a traditional story that reveals the values of a culture.
- D.It is intended to be performed for an audience.

38. A word that means the same as apparatus in paragraph 3 is

- A.Device.
- B.Stomach.
- C.Bird.
- D.Plane.

39. Based on the relationship in the selection, complete the analogy.

Icarus is to excited as Daedalus is to

- A.confused
- B.angry
- C.happy
- D.frightened

Use the book jacket to answer the following question:

40. What would be one reason to read this book?

- A.to discover Greek customs
- B.to learn the origins of Greek mythology
- C.to plan a trip to Greece
- D.to learn how to speak the Greek language



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

Welcome to
**Rosemont
National Park**

The Best-Kept Secret
in the West



Before you start
your hiking or
camping trip,
we'd like you
to consider the
principles of
**Low-Impact
Camping.**

As our nation gets more crowded, increasing numbers of people want to "get away from it all" by taking a trip to the wilderness. We at Rosemont welcome new and returning visitors to our park, and we hope that you will enjoy all the beauty and serenity that nature provides.

Unfortunately, increased traffic in wilderness areas poses considerable hazards to the natural environment. Please observe the following guidelines to minimize the impact your visit will have upon the resident wildlife.

Travel in Small Groups

Large groups frighten animals and stress plant life more than small groups do. Split up large parties into smaller groups of four to six.

Stay on Well-Traveled Surfaces

Restricting travel to well-worn trails minimizes damage to the park as a whole. Always walk in single file in the middle of the trail, even in wet or muddy areas.

Camp Lightly

Good campsites are found, not made. Use existing campsites; don't create new ones. Camp and discard all waste water at least 200 feet away from lakes and streams. Campfires pose considerable dangers to the wilderness. Fires are allowed only in established fire rings. Preferably, use a lightweight stove for cooking and a lantern for light. If you do choose to have a fire, keep it small, and thoroughly extinguish all embers before leaving the site unattended.

Never Feed the Animals

Giving food to animals endangers their health, alters their natural feeding behaviors, and encourages them to harass future campers. Store your food securely, and avoid dispersing crumbs or other waste in or near the campsite.

Dispose of Waste Properly

If you pack it in, pack it out. This includes all trash, leftover food, and paper products.

Thank you for joining us in the great outdoors. As the saying goes, "Take only pictures. Leave only footprints."

Hiking Trails at Rosemont National Park

Trail	Mileage (Round-trip)	Level of Difficulty	Campsite?	Facilities
Rosemont Trail	11.2 miles	Very difficult	No	None
Rose & Thistle Trail	8.5 miles	Difficult	Yes	Fire ring, food locker
Rocky Cliff Trail	6.3 miles	Difficult	No	None
Lakeview Trail	5.5 miles	Moderate	Yes	None
Pebble Terrace Trail	4.0 miles	Moderate	Yes	Fire ring, food locker
Wolf Run Trail	3.4 miles	Moderate	No	None
Sunday Stroll Trail	2.5 miles	Easy	No	Picnic table
Intermediate Camping Trail	2.1 miles	Easy	Yes	Fire ring, food locker, picnic table
Beginner Camping Trail	1.2 miles	Very easy	Yes	Pit toilet, faucet, fire ring, food locker, picnic table

41. In the selection, the author says to extinguish all embers before you leave your campsite, which means

- A. Gather more firewood.
- B. Put out fires entirely.
- C. Remove all the rocks from the fire.
- D. Take food away from the fire.

42. Which of these strategies would be most helpful when interviewing a park ranger about low-impact camping?

- A. Think about other places you have camped.
- B. Prepare a list of questions about how to camp lightly.
- C. Ask students to name their favorite places to camp.
- D. Find out how to build a safe fire pit.

43. A group of very experienced hikers who want to stay overnight would probably take the

- A. Intermediate Camping Trail
- B. Rosemont Trail
- C. Rose and Thistle Trail
- D. Wolf Run Trail

44. Which word in the selection introduces a favored option?

- A. Increasing.
- B. Unfortunately

- C. Don't
- D. Preferably

45. The word **intermediate** comes from the Latin word meaning “in the middle.” Based on this information, what does intermediate mean in the Rosemont trail guide?

- A. the trail is of medium difficulty
- B. the trail is located in the center of the park
- C. the trail features edible plants
- D. the trail has a campsite at the end

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

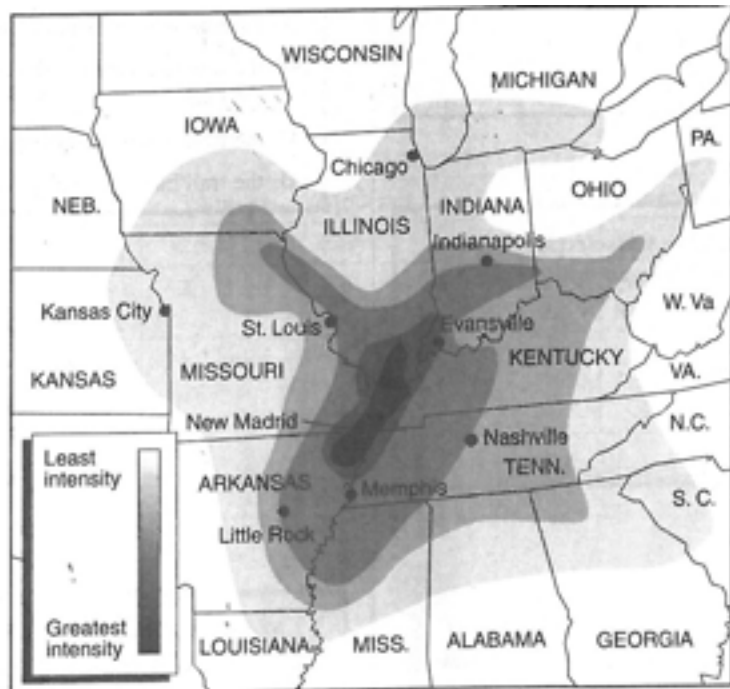
Rumblings in the Heartland

By Alicia Monroe

New Madrid Earthquake

1 In 1811, the United States was young and still growing. The area near the Mississippi River port town of New Madrid, Missouri, was home to only about 3,000 people. River traffic could be heavy during warm weather months, but few people used the river in winter. As a result, there weren't many people in the area when a series of earthquakes struck during the winter of 1811-1812.

2 The science of **seismology**, the study of earthquakes, didn't really begin until the 1890's. Our knowledge of the New Madrid quakes has been reconstructed from first-hand stories told by those who were there and from geological formations in the area. Scientists agree that between December 16 and February 7, three major earthquakes registering more than 8.0 on the Richter scale hit the area. In addition, hundreds of aftershocks (10 of which were over 6.0 and three of which topped 7.0) also rattled the region during those weeks.



“A Most Tremendous Noise”

3 The power of an 8.0 earthquake is similar to the power of the first atomic bomb, multiplied by 10,000. That's the kind of force that hit the New Madrid area. The New Madrid quakes of December 16, January 23, and February 7 could be felt as far away as Pittsburgh, New York City, Washington, D.C., and Charleston, South Carolina. A survivor of the December quake, the Scottish naturalist John Bradbury, described the quake as "a most tremendous noise, equal to the loudest thunder, but more hollow and vibrating." The earth shook, shifted, raised, and collapsed, moving as if it were liquid. Forests of trees fell, holes opened in the ground, and geysers of sand and powdered coal gushed into the sky.

4 Because there weren't many people near New Madrid at the time, there were few casualties. In contrast, more than 20,000 people died a few months later in an earthquake in Venezuela. Still, the damage was so severe in the New Madrid Area that after the February 7 quake, the Mississippi River rose several feet higher on its southwest side, causing water to flow backwards for several hours.

Predicting the Next Big Quake

5 Earthquakes of 8.0 magnitude or more do not happen very often. (Only 14 such quakes were registered between 1990 and 2002.) Scientists can now measure earthquakes with a **seismograph**, a machine that records the vibrations within the earth's surface. Scientists can also try to predict future earthquakes. They can't tell exactly where or when a quake will strike, but they can note the general areas where the earth's inner tensions exist.

6 Today, the New Madrid region is heavily populated. An earthquake as strong as the 1811-1812 quakes would seriously affect the area. Scientists guess that major quakes struck the New Madrid area roughly around the years 500, 900, 1300, and 1600, as well as in 1811-1812. In other words, a major earthquake happens in New Madrid about every 200 to 400 years.

7 We usually think of earthquakes happening near oceans or mountains, such as those on the West Coast. Californians live in a constant state of quake preparedness. The flat heartlands in the middle of great continents are usually quiet. But don't be shocked if someday there are rumblings in the heartland. One of the greatest quakes in U.S. history happened near New Madrid, Missouri.

46. What is the main idea of this article?

- A. Earthquakes are a major threat to human life.
- B. Relatively few people died in the New Madrid quakes.
- C. Seismology is important because it helps us predict earthquakes.
- D. The New Madrid quakes were unusual for both their power and their location.

47. Which sentence best describes the major points of the selection?

- A. Earthquakes in Missouri and Venezuela in the early 1800s affected over 20,000 people, prompting scientists to study earthquakes.
- B. In 1811-12, a series of powerful earthquakes hit New Madrid in Missouri, which is not known for earthquake activity, and it could happen again.
- C. New Madrid was hit hard by earthquakes in 1811-12, and the people there must prepare for future earthquakes.
- D. Missouri's history is full of powerful earthquakes, and the people there are used to preparing for them.

48. What type of details are used to support the main idea in paragraph 2?

- A. Facts
- B. Examples
- C. Analogies
- D. Statistics

49. The phrase, “the earth shook, shifted, raised, and collapsed, moving as if it were liquid” contains an example of what literary device?

- A. Idiom
- B. Onomatopoeia
- C. Metaphor
- D. Simile

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

The Great Dust Storm

By Ivy Barger

*“On the 14th day of April of 1935,
There struck the worst of dust storms that ever filled the sky.”*

Woody Guthrie, “The Great Dust Storm”

1 Imagine waking up in your bedroom, but instead of yawning, stretching, and getting ready for your day, you brush the dust off your pillow. Instead of your usual breakfast of cereal or a granola bar, you eat a bit of cornbread or some watery jackrabbit stew. Instead of heading off to school, you put a wet cloth over your mouth and nose to

keep out the dust, and head outside to help your family try to grow some food in the dry soil. As you work, the whirring of the wind and dust is almost deafening.

2 This sounds like something out of a novel, but it would have been a typical day in your life if you lived in the Dust Bowl in the 1930s. A severe drought killed crops in the Plains region, and dust storms overwhelmed the area. Many people left their homes and migrated westward, and those who stayed behind frequently became sick or died because of the dust. Why did this happen? Was it entirely a result of weather changes, or did people's actions have any effect?

3 Many of the causes of the Dust Bowl were weather related. Scientists now believe changes in ocean temperatures caused the drought. The temperature of the Pacific Ocean affects the jet stream, the massive current of air that brings moisture to the United States. When the water on the surface of the Pacific Ocean is warm, precipitation tends to go across California and into the rest of the country. When that water is colder, the precipitation heads northward towards Canada. The ground dries out, and without moisture in the ground, droughts occur.

4 Changes in the ocean may have caused the drought, but the drought alone did not cause the Dust Bowl. People had been using harmful farming techniques in the area when the drought began. They allowed their cattle to overgraze, eating all the grass on their land. They removed grasses native to the area to plant their crops, and then kept planting the same crops year after year. This used up the soil's nutrients and kept anything else from growing there.

5 Without plants to anchor it, the dry soil easily blew away in the strong winds. In the song quoted above, American folk singer Woody Guthrie called the resulting dust storms "black blizzards." The blowing dust coated everything; it even blew underneath doors and made a layer of dust inside homes. People breathed in the dust, and many became ill with "dust pneumonia." People were driven out of their homes and to the West to escape the drought and dust.

6 In 1937, the government initiated the Shelterbelt Project to protect the land from erosion. People planted trees in rows, to slow the wind and anchor the soil. The rows of trees slowed the winds and reduced the dust storms by nearly half. Luckily, the drought ended the following year. Over the next few years, with responsible farming techniques, the soil returned to normal and crops grew once again in what had been called the Dust Bowl. We should look back on the Dust Bowl as a warning never to take from the land without giving something back.

50. Which paragraph contains an example of onomatopoeia?

A.paragraph 1

B.paragraph 2

- C.paragraph 3
- D.paragraph 4

51. Which experience would most help you understand “The Great Dust Storm”?

- A.spending a week in the desert
- B.spending a week in the jungle
- C.spending a week in the arctic
- D.spending a week in the forest

52. The word techniques comes from the Greek word meaning “art and craft.”

Based on this information, what does techniques mean in paragraph 4?

- A.Methods
- B.Fields
- C.Equipment
- D.Loads

53. What is a reasoned judgment in the selection?

- A.“The temperature of the Pacific Ocean affects the jet stream, the massive current of air that brings moisture to the United States.”
- B.“They removed grasses native to the area to plant their crops, and then kept planting the same crops year after year.”
- C.“In 1937, the government initiated the Shelterbelt Project to protect the land from erosion.”
- D.“We should look back on the Dust Bowl as a warning never to take from the land without giving something back.”

54. What can you conclude from the information given in “The Great Dust Storm”?

- A.Responsible farming is necessary to keep another Dust Bowl from occurring.
- B.Weather patterns alone caused the Dust Bowl, so it was impossible to prevent.
- C.The Dust Bowl was a one-time event and it can never happen again.
- D.No matter what people do, there will be another event like the Dust Bowl.

Use the outline below to answer the following question.

55. Which best completes the outline?

- A.Cooler water makes the jet stream flow back towards Asia

- I. Causes of the Dust Bowl
 - A. Weather
 - 1. Temperature of the Pacific affects the jet stream
 - a. Warmer water pushes moisture across the U.S.
 - b. _____
 - 2. Without moisture in the air, the ground dries out
 - 3. Without moisture in the _____

- B. Cooler water pushes moisture northward across Canada
- C. Cooler water pushes moisture southward across Mexico
- D. Cooler water keeps the moisture trapped over the Pacific

Learning Goal	Aligned Items	# of Items Correct	Percentage Correct	Mastery ?
1.1 Words in Context	3, 20, 31, 38		$\frac{\quad}{4} = \frac{\quad}{\quad} \times 100 = \quad\% $	Y / N
1.2 Word Origins	33, 41, 45, 52		$\frac{\quad}{4} = \frac{\quad}{\quad} \times 100 = \quad\% $	Y / N
1.3 Analogies and Comparisons	6, 12, 25, 39		$\frac{\quad}{4} = \frac{\quad}{\quad} \times 100 = \quad\% $	Y / N
3.1 Literal Understanding	1, 4, 15, 41, 44		$\frac{\quad}{5} = \frac{\quad}{\quad} \times 100 = \quad\% $	Y / N
3.2 Inferences and Interpretation	10, 13, 21, 32, 54		$\frac{\quad}{5} = \frac{\quad}{\quad} \times 100 = \quad\% $	Y / N
3.3 Summary and Generalization	2, 8, 22, 46, 47		$\frac{\quad}{5} = \frac{\quad}{\quad} \times 100 = \quad\% $	Y / N
3.4 Analysis and Evaluation	7, 9, 28, 48, 53		$\frac{\quad}{5} = \frac{\quad}{\quad} \times 100 = \quad\% $	Y / N
4.1 Literary Genres	23, 37		$\frac{\quad}{2} = \frac{\quad}{\quad} \times 100 = \quad\% $	Y / N
4.2 Literary Elements	34, 35, 36, 51		$\frac{\quad}{4} = \frac{\quad}{\quad} \times 100 = \quad\% $	Y / N

4.3 Figurative Language / Sound Devices	24, 26, 27, 49, 50		$\frac{\quad}{5} = \frac{\quad}{\quad} \times 100 = \quad\%$	Y / N
5.1 Accessing Information	5, 14, 16, 18, 42, 43		$\frac{\quad}{6} = \frac{\quad}{\quad} \times 100 = \quad\%$	Y / N
5.2 Interpreting Information	11, 17, 19, 29, 30, 55		$\frac{\quad}{6} = \frac{\quad}{\quad} \times 100 = \quad\%$	Y / N
FINAL SCORES			Overall percentage correct: $\frac{\quad}{55} = \frac{\quad}{\quad} \times 100 = \quad\%$	Grade:

Answer Key, Form 7A

Item	Key
1	B
2	C
3	A
4	B
5	B
6	C
7	C
8	D
9	C
10	D
11	A
12	C
13	D
14	B
15	D
16	C
17	A
18	D
19	C
20	A
21	B
22	C
23	B
24	B
25	D
26	A
27	A

28	C
29	A
30	B
31	D
32	A
33	C
34	A
35	B
36	C
37	C
38	A
39	D
40	B
41	B
42	B
43	C
44	D
45	A
46	D
47	B
48	A
49	D
50	A
51	A
52	A
53	D
54	A
55	B

Student Answer Document

QUESTION	ANSWER
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