

Name: _____

Unit 1 Pre-Assessment

Read the story. Then answer the questions.

Beth Harrison accompanies her father into the desert to help him gather a special type of plant. She sees a shiny surface in the distance and walks toward it. On her way, she falls and hits her head. When she regains consciousness, she finds herself aboard a spaceship with an unusual looking girl.

from “Beth and the Twilight Star”

by Richard M. Elam

“Wh—who are you?” Beth stammered.

“I am Linnia,” the girl replied in a voice that sounded almost as if she were singing. “You are Beth.”

“Yes,” Beth replied in amazement, “but how did you—?”

“I can read your mind.”

Beth gulped. “You can?”

“You are thinking that I look very strange to you,” Linnia said. “You seem strange to me too, but that is because we are of different worlds.”

Beth gulped again. “D—different worlds?”

Suddenly the yellow light in the room changed to a pulsing orange. Linnia straightened up quickly. “That is the signal,” she spoke. “We must hurry and prepare ourselves!”

Beth found herself following the girl across the room to a row of couches. Beth lay on one couch and somehow knew exactly what she was to do. She guessed that if Linnia was putting the thoughts into her head. She lifted the straps that hung at the sides and buckled them across her body.

Beth felt herself sinking deeply into the cushion as if a great hand were thrusting her down. For several moments she was as giddy as if she were riding the roller-coaster at the carnival. Then, finally her breath came back and she felt herself rise to the top of the cushion again.

“We can get up,” she heard Linnia say. “We’re coasting now.”

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They unbuckled their straps and rose to their feet. Linnia walked over to the wall, pressed a button, and a blind rolled back, revealing a long window.

“Look,” Linnia said.

Beth joined her and looked out the window. Her heart fairly rose into her throat. She was up in the sky, far up in the sky! Through a veil of clouds beneath she could see the curve of the earth itself!

Beth seized Linnia by the arm. “Where are you taking me?”

Linnia pointed to the white beacon of Sirius in the blue-black sky.

“You’re from Sirius?” Beth asked in amazement.

“Yes, from Tata Moori, one of its planets. Our work on earth is through for right now and my father and I are returning home to make a report.”

Linnia went on to say that her father’s spaceship was only one of many which were studying the earth to see how the people lived. Her father’s assignment had been to make an analysis of the soil. The visitors intended no harm and in time they planned to meet the people of earth face to face.

“Well, I have already met you,” Beth said boldly, “and I’m ready to go back!”

Linnia shook her flame-topped head. “We tried to keep our ship hidden, but you found it, Beth, and so there is nothing to do but take you back with us for awhile. When you came close, the electric eye opened the door and let you inside before it was time for any earth person to see one of our ships.”

“But my father and mother,” Beth said desperately, “and my friends! They’ll be worried to death! You must not take me, Linnia! Please, isn’t there something you can do?”

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1. How does the point of view from which the story is written impact the reader's understanding?
 - A. It helps the reader realize that the characters are in a dangerous situation.
 - B. It allows the reader to connect to the feelings Beth is experiencing.
 - C. It helps the reader understand the reason for space travel.
 - D. It allows the reader to recognize Linnia's motivation.

2. Which excerpt from the story shows that Beth's anxiety about her current situation is increasing?
 - A. "Wh—who are you?' Beth stammered."
 - B. "Beth found herself following the girl across the room to a row of couches."
 - C. "Then finally her breath came back and she felt herself rise to the top of the cushion again."
 - D. "But my father and mother,' Beth said desperately, 'and my friends!"

3. What narrative technique does the author use to develop the different points of view of characters?
 - A. dialogue
 - B. flashback
 - C. brief paragraphs
 - D. figurative language

4. Explain why Beth's point of view differs from Linnia's point of view. Use details from the story to support your answer.

Unit 2 Pre-Assessment

Read the selection. Listen to the audio recording. Then answer the questions.

The Future of Women in Flying

by Amelia Earhart

Among all the marvels of modern invention, that with which I am most concerned is, of course, air transportation.

Flying is perhaps the most dramatic of recent scientific attainment. In the brief span of 30-odd years, the world has seen an inventor's dream, first materialized by the Wright brothers at Kitty Hawk, become an everyday actuality. Perhaps I am prejudiced. But to me it seems that no other phase of modern progress contrives to maintain such a brimming measure of romance and beauty, coupled with utility, as does aviation.

Within itself, this industry embraces many of those scientific accomplishments which yesterday seemed fantastic impossibilities. The pilot, winging his way above the Earth at 200 miles an hour, talks by radio telephone to ground stations or to other planes in the air. In thick weather, he is guided by radio beams and receives detailed reports of conditions ahead gleaned through special instruments and new methods of meteorological calculations. He sits behind engines, the reliability of which, measured by yardsticks of the past, is all but unbelievable. I myself still fly a Wasp motor, which has carried me over the North Atlantic, part of the Pacific, to and from Mexico City, and many times across this continent.

Aviation, this young, modern giant, exemplifies the possible relationship of women and the creations of science. Although women as yet have not taken full advantage of its use and benefits, air travel is as available to them as to men.

Listen to the audio recording of Amelia Earhart's speech "The Future of Women in Flying" beginning at 00:12 and ending at 02:03.

https://archive.org/details/Greatest_Speeches_of_the_20th_Century/TheFutureofWomeninFlying.mp3

Name: _____

1. What do the speech and the audio recording of the speech both emphasize?
 - A. that air travel will become more profitable
 - B. that women are better pilots than men
 - C. that aviation is a remarkable invention
 - D. that beauty can be found everywhere

2. Which of these would not be evident if only listening to the audio recording?
 - A. the paragraph breaks
 - B. the central idea of the text
 - C. the pronunciation of words
 - D. the sound of the speaker's voice

3. What is the benefit of hearing Amelia Earhart read the speech?
 - A. It makes the listener better able to identify pauses as indicated by punctuation.
 - B. It provides the listener with a visual image of the points the speaker makes.
 - C. It allows the listener to better understand the meanings of the words.
 - D. It helps the listener hear the speaker's emphasis of particular words.

4. How does the audio recording enhance the reader's understanding of the speech? Use details from the speech to support your answer.

Name: _____

Unit 3 Pre-Assessment

Read the letter. Then answer the questions.

Bike Share Programs

Dear Mayor:

Bike share programs are a popular form of transportation in many large cities. These programs provide bikes at designated stations. Riders simply rent a bike and return it to any station. For a low cost, bike share riders can easily travel throughout the city. Because bike share programs have many benefits, I believe that city funds should be used to implement a bike share program in our city.

A bike share program will improve our air quality. Over the past few years, our city's streets have become very congested. It's like trying to squeeze your way through a tightly packed herd of cattle. Morning and evening rush hours are especially challenging. I know that many people who work in the city will ride the bikes. As a result, traffic congestion and, therefore, air pollution will be reduced.

A bike share program will benefit tourists who visit our city. Visitors will not be required to navigate our roads in a car or understand our bus system. They can simply hop on a bike and explore the city at their own pace.

Installing a bike share program will make our citizens healthier. When the option of riding a bike throughout the city is available, people will take advantage of this cost-efficient program. Those who do not get much exercise will have an active way to move about the city for business or pleasure.

Beginning a bike share program will be expensive, but the benefits will outweigh the initial cost. I urge you to consider using city funds for a bike share program.

Sincerely,

Mikhail Hunter

Name: _____

1. Which statement expresses the author’s claim in the selection?
 - A. People in the city tend to be less healthy than people who live in the country.
 - B. Local businesses will attract more customers with a bike share program.
 - C. Bike share programs are not as expensive as they might seem.
 - D. The city will benefit from a bike share program.

2. Which sentence from the selection supports the author’s claim that a bike sharing program will help city residents become healthier?
 - A. “Because bike share programs have many benefits, I believe that city funds should be used to implement a bike share program in our city.”
 - B. “As a result, traffic congestion and, therefore, air pollution will be reduced.”
 - C. “Installing a bike share program will make our citizens healthier.”
 - D. “Those who do not get much exercise will have an active way to move about the city for business or pleasure.”

3. How does the author support his claim in the selection?
 - A. by disputing the opposite viewpoint
 - B. by providing evidence that is logical
 - C. by including research statistics
 - D. by using emotional language

4. How sound is the reasoning behind the claims made by the author of the letter? Use details from the selection to support your answer.

Unit 4 Pre-Assessment

Read the selection. Then answer the questions.

Paying It Forward

by Robin Young

A long line of cars snaked through the drive-thru lane at Handsome Donut. It reminded Kenyatta of the conga line the dancers had formed at her cousin Makayla's wedding last weekend.

With a resigned sigh, Kenyatta's dad pulled his car into the line. He glanced over at her. "Are you sure you don't want to order inside?" he asked hopefully. "You can see Jermaine." Kenyatta's older brother had been a proud employee of Handsome Donut for two weeks.

"Nah, it's cool," Kenyatta replied. "Now remember, Dad, I'm paying for your coffee and donut!" She patted her red leather wallet, which held several crisp bills in its protective embrace. She had spent hours babysitting, and she was looking forward to using her hard-earned money to treat her dad.

Ten minutes later, they pulled up and placed their order. But when Kenyatta asked how much they owed, the voice from the speaker exclaimed, "Nothing at all! The lady in the car ahead of you paid for your order."

Kenyatta's dad goggled like a goldfish. Impulsively, Kenyatta spoke into the speaker again. "You know what? I'll pay for the car behind us." A smile danced across her face as she imagined the reaction of the driver in the next car.

Much later that afternoon, Jermaine came home from his shift at Handsome Donut. "How was your day?" Kenyatta asked him.

"You'll never in a million years guess what happened," Jermaine told her. "A customer going through the drive-thru started a chain of people paying for the customer who was behind them. It lasted for eight cars!"

A warm glow kindled in Kenyatta's heart. She had been a part of something more than she had realized.

Name: _____

1. What does the personification in the third paragraph suggest about Kenyatta?
 - A. She is reluctant to spend her own money.
 - B. She is eager to keep her earnings safe.
 - C. She is afraid of losing her wallet.
 - D. She is a popular babysitter.

2. What does the figurative language in the last paragraph reveal about Kenyatta?
 - A. She feels embarrassed.
 - B. She feels confused.
 - C. She feels curious.
 - D. She feels proud.

3. Read this sentence from the story.

“You’ll never in a million years guess what happened,” Jermaine told her.

Why does the author include the hyperbole in this sentence?

- A. to demonstrate that Jermaine has no patience for guessing games
 - B. to emphasize Jermaine’s belief that what happened at work was unusual
 - C. to show that Jermaine exaggerates when he shares stories with his family
 - D. to establish the teasing relationship that exists between Kenyatta and Jermaine
4. Which words or phrases contribute to the tone of gratitude in the story? Use details from the story to support your answer.

Unit 5 Pre-Assessment

Read the story. Then answer the questions.

The Painted Peacock

by Zachary Stevenson

Long ago, when clay pots were used for carrying water, Naveen was a potter's apprentice. Day after day, Naveen worked in the fields to gather clay. Night after night, he sat by his master's side at the potter's wheel. Naveen learned well and became a master potter.

The days were long. The nights were longer. For when the potter went to bed, Naveen continued to work. He secretly decorated his pots with the loveliest colors of his native land: indigo from the Indian Ocean, emerald from the leaf of the jasmine, pinks and purples from the lotus blossom, yellows and golds from the Indian sunset.

One day, his master discovered Naveen's hidden pots. He was angry that Naveen's creations were more beautiful than his own. The potter destroyed Naveen's colorful pots. He forbade him from ever decorating a pot again.

Naveen looked for comfort from his only friend, a peacock the master allowed him to keep as a pet. Naveen's peacock was dull and gray like all peacocks in his country. For this reason, they had little value. Naveen loved his peacock and determined in his heart that he would make his peacock beautiful so that all people would cherish him as Naveen did.

Naveen set to work gathering his supplies: ocean water, jasmine leaves, lotus blossoms, and sunsets. He painted his peacock with the gorgeous colors of India. Naveen's master recognized the value of Naveen's painted peacock, for he could not deny the talent of his young apprentice any longer.

Because of Naveen, the people of India revere the peacock as their national bird. This bird's beauty and grace represent the pride of the people in the beauty and grace of their country.

Name: _____

1. Which sentence from the story supports the inference that Naveen is dedicated to his job?
 - A. “Long ago, when clay pots were used for carrying water, Naveen was a potter’s apprentice.”
 - B. “For when the potter went to bed, Naveen continued to work.”
 - C. “For this reason, they had little value.”
 - D. “Naveen set to work gathering his supplies.”

2. Read these sentences from the story.

He was angry that Naveen’s creations were more beautiful than his own. The potter destroyed Naveen’s colorful pots.

Based on these sentences, what inference can be made about the master?

- A. He is proud.
- B. He is jealous.
- C. He is surprised.
- D. He is concerned.

3. Read this sentence from the story.

Naveen’s master recognized the value of Naveen’s painted peacock, for he could not deny the talent of his young apprentice any longer.

What does this sentence reveal about the master?

- A. He grows to appreciate the peacock.
- B. He realizes that he does not work hard enough.
- C. He learns to appreciate instead of envy Naveen.
- D. He understands that the colors of India are beautiful.

4. What are the sources of the paint Naveen uses? Use details from the story to support your answer.

Unit 6 Pre-Assessment

Read the selections. Then answer the questions.

Clean Your Plate or Suffer the Fate

by Isabelle Cook

If people are rewarded for performing well, they will perform better. If people are penalized for performing poorly, they will also perform better. A few restaurants are putting this idea into practice. They are fining customers who leave food on their plates.

The owner of a restaurant in Saudi Arabia saw a report on famine in Somalia. Then, he noticed the amount of food his customers left on their plates. The owner decided to charge a fine for food left uneaten. A portion of the fines collected goes to relief funds for the people of Somalia. Customers continue to order more than they can consume and happily give to the fund. Others choose to order less to avoid the fine. But no one is complaining.

Similarly, in Japan, fishermen face dangerous conditions to provide restaurant-goers with rare and delectable seafood. So a restaurant owner decided to impose a surcharge for diners who do not finish their salmon roe, a dish made of fish eggs. Customers say they admire the owner for implementing the policy, which pays homage to the dangers fishermen encounter.

Food waste is more of a problem than you might think. As food waste decomposes in landfills, it creates greenhouse gases that contribute to climate change. The next time you order a meal or fill your plate, stop and ask yourself: Am I really going to eat all this food?

Think. Eat. Save.

by Ricardo Gomez

You've heard *reduce, reuse, recycle*, but how about *re-grow*? Re-growing vegetables from kitchen scraps is just one of many suggestions made by the *Think. Eat. Save.* campaign. The United Nations Environment Programme created the campaign after a recent study revealed that up to one-third of all food intended for human consumption is either lost or wasted.

Retail businesses, such as grocery stores, restaurants, and hotels, are responsible for almost half of the 1.3 billion tons of worldwide food loss and waste. This includes food products that are shipped but never sold or served. However, individuals and families must share the blame. Because most of us believe that food waste is harmless, we do not think about ways to decrease it.

The biggest problem caused by food waste is methane gas produced in landfills. The stink you smell from rotting foods doesn't just hurt your nose. It harms the environment. Now, consider the water and energy wasted growing, processing, transporting, storing, displaying, selling, preparing, and serving food that is not eaten. The idea is staggering! Learn more about what you can do to decrease food waste by visiting the *Think. Eat. Save.* website.

Name: _____

1. Which idea is emphasized in both selections?
 - A. Rewards are an effective way to motivate people’s choices.
 - B. Most people do not mind contributing money to a good cause.
 - C. Food loss occurs when food is shipped from one place to another.
 - D. Rotting foods in landfills produce gases that are harmful for the environment.

2. Based on information in both selections, how is the *Think. Eat. Save.* campaign similar to the restaurant policy of fining diners for leaving food on their plates?
 - A. Both the campaign and the policy want to encourage consumers to be less wasteful.
 - B. Both the campaign and the policy offer people ideas for preventing food waste at home.
 - C. Both the campaign and the policy aim to improve conditions for people who provide food for diners.
 - D. Both the campaign and the policy came about as a response to studies that show how much food is wasted.

3. What is one difference between the two selections?
 - A. Only “Clean Your Plate or Suffer the Fate” implies that outside forces can change the behavior of consumers.
 - B. Only “Clean Your Plate or Suffer the Fate” describes a proven method for reducing food waste.
 - C. Only “Think. Eat. Save.” attempts to convince the reader that food waste is a serious problem.
 - D. Only “Think. Eat. Save.” addresses why so much food waste takes place around the world.

4. Based on information in both selections, what are two personal behaviors readers might change to decrease food waste? Use details from both selections to support your answer.

Unit 7 Pre-Assessment

Read the drama. Then answer the questions.

The Gardener and the Bear

adapted from a Persian folktale

Characters

GARDENER **FIG TREE** **FLOWER** **BROWN BEAR**

SCENE 1

[A gardener hums a melancholy tune, for he is lonely without a friend.]

GARDENER: Oh, lovely Fig Tree, how I wish your branches were the arms of a caring friend. Oh, lovely Flower, how I wish the murmur of the breeze through your leaves was the voice of a companion.

FIG TREE: Content yourself in my shade, dear Gardener.

FLOWER: Content yourself in the fragrance of my blossoms, dear Gardener.

GARDENER: I cannot be content any longer. Tomorrow, I will find a friend.

SCENE 2

[The Gardener steps through the gate. His eyes immediately fall upon a Brown Bear.]

GARDENER: Hello, Brown Bear. Would you accompany me to my garden? Would you be my friend?

BROWN BEAR: Yes, thank you. I would be pleased to accompany you to your garden. I would be happy to be your friend.

[The Gardener holds open the gate, and the Brown Bear steps inside.]

GARDENER: *[Plucking a fig.]* Please enjoy the fruit of my Fig Tree. *[Picking a blossom.]* Please delight in the fragrance of my Flowers.

[After a stroll through the garden, the afternoon heat becomes oppressive.]

BROWN BEAR: To thank you for your kindness, I will swat the flies while you nap in the shade.

SCENE 3

[As the Gardener sleeps, the Brown Bear becomes increasingly annoyed at a particularly pesky fly. With an angry swipe of his heavy paw, he kills the fly which had landed on the Gardener's nose.]

GARDENER: Be gone with you, Brown Bear! You have surely broken my nose and disturbed the peace of my garden. I shall forever be content with the shade of my Fig Tree and the fragrance of my Flowers. For it is better to be without friends than to befriend one who is quick to anger.

Name: _____

1. Read the lines from Scene 1.

FIG TREE: Content yourself in my shade, dear Gardener.

FLOWER: Content yourself in the fragrance of my blossoms, dear Gardener.

How do these lines contribute to the drama?

- A. They suggest the Gardener is better off than he thinks he is.
 - B. They reveal the tension between Fig Tree and Flower.
 - C. They show that the Gardener is neglecting his plants.
 - D. They foreshadow the harm Brown Bear will cause.
2. Which statement describes how the stage directions in Scene 1 contribute to the drama?
- A. They establish the drama’s setting.
 - B. They emphasize the drama’s theme.
 - C. They provide a hint about the drama’s resolution.
 - D. They explain the motivations of a character’s actions.

3. Read the lines from Scene 2.

GARDENER: [*Plucking a fig.*] Please enjoy the fruit of my Fig Tree. [*Picking a blossom.*] Please delight in the fragrance of my Flowers.

How do these stage directions contribute to the drama?

- A. They show why the Gardener becomes so exhausted that he must nap.
 - B. They demonstrate the Gardener’s desire to impress his new friend.
 - C. They emphasize the Gardener’s lack of concern for his garden.
 - D. They reveal the Gardener’s foolishness in trusting a stranger.
4. How does the dialogue in Scene 3 characterize the Gardener? Use details from the drama to support your answer.

Unit 8 Pre-Assessment

Read the poem. Listen to the audio recording. Then answer the questions.

It Couldn't Be Done

by Edgar Guest

Somebody said that it couldn't be done,
But he with a chuckle replied
That "maybe it couldn't," but he would be one
Who wouldn't say so till he'd tried.
So he buckled right in with the trace of a grin
On his face. If he worried he hid it.
He started to sing as he tackled the thing
That couldn't be done, and he did it.

Somebody scoffed: "Oh, you'll never do that;
At least no one ever has done it;"
But he took off his coat and he took off his hat
And the first thing we knew he'd begun it.
With a lift of his chin and a bit of a grin,
Without any doubting or quiddit,
He started to sing as he tackled the thing
That couldn't be done, and he did it.

There are thousands to tell you it cannot be done,
There are thousands to prophesy failure,
There are thousands to point out to you one by one,
The dangers that wait to assail you.
But just buckle in with a bit of a grin,
Just take off your coat and go to it;
Just start in to sing as you tackle the thing
That "cannot be done," and you'll do it.

Listen to the audio recording of the poem "It Couldn't Be Done." https://ia800504.us.archive.org/29/items/it_couldnt_be_done_1007_librivox/itcouldntbedone_guest_llw.mp3

Name: _____

1. What effect does the poet create by using a rhyme scheme?
 - A. He brings attention to the poem’s tone.
 - B. He increases the length of the poem.
 - C. He emphasizes the theme.
 - D. He creates rhythm.

2. Which of these would not be evident in an audio-only presentation of the poem?
 - A. the pauses indicated by commas
 - B. the stanza breaks indicated by pauses
 - C. the capitalization of the words at the beginning of each line
 - D. the repetition of the words “There are thousands” in the last stanza

3. How does the speaker’s emphasis of the words “failure” and “assail” in the last stanza of the audio recording influence the meaning of the poem?
 - A. It suggests that the challenges faced while attempting a task may be discouraging.
 - B. It highlights the speaker’s desire to be prepared when trying to finish a task.
 - C. It explains how it is best to ignore tasks that might come with a struggle.
 - D. It stresses the importance of completing difficult tasks.

4. How might you have read the last stanza differently from the speaker in the audio recording? Use details from the poem and the audio recording to support your answer.

Unit 9 Pre-Assessment

Read the selection. Then answer the questions.

Brain Food

The brain is the most complex organ in the human body. After all, it controls every move you make, enables you to feel emotions, provides the ability to learn new things, and allows you to react appropriately to a variety of situations. Without a doubt, the brain is essential.

You can do many things to protect and improve your brain. Exercising and learning new things are both beneficial to your brain. But you can also help your brain by choosing brain food!

Healthy Fats

Healthy fats help protect your brain from diseases that affect your memory. These healthy fats are called omega-3s. They are found in fish, walnuts, cauliflower, and chia seeds.

Flavonols

Flavonols help your brain make connections. These plant-based antioxidants are found in dark chocolate, tea, and blueberries.

Plant-Based Foods

Fruits, vegetables, and seeds help to keep the brain healthy. Berries, leafy greens, and pumpkin or sunflower seeds are the best choices for keeping your brain functioning at optimal levels.

Think about what you eat in a day. Do you eat healthy fats, flavonols, and plant-based foods? If not, change your eating habits and incorporate these foods into your diet. Keep your brain healthy!

Name: _____

1. How does the first paragraph contribute to the ideas in the selection?
 - A. It states the central idea of the selection.
 - B. It provides background information about the brain.
 - C. It allows the reader to determine how the selection is organized.
 - D. It helps the reader understand how food is important for a healthy body.

2. How does the information in the last paragraph contribute to the ideas in the selection?
 - A. It requires the reader to ask a question about the information in the text.
 - B. It encourages the reader to take action based on the information in the text.
 - C. It summarizes the important points in the text and provides further clarification.
 - D. It ends the text on a positive note and helps the reader better understand the information.

3. How does the second paragraph of the selection contribute to the development of ideas?
 - A. It adds interest.
 - B. It draws a conclusion.
 - C. It states the central idea.
 - D. It provides supporting evidence.

4. How does the structure of paragraph 3 help the reader understand what type of information will likely be offered in paragraphs 4 and 5? Use details from the selection to support your answer.

Unit 10 Pre-Assessment

Read the poem. Then answer the questions.

Breaking Away

by Alissa Revelle

Pressure descends from every angle.
Pushing and pulling your heart and your mind.
Soon you feel numb and time seems entangled,
Spinning your wheels on the unending grind.
Life feels heavy when you choose to compete,
Focusing always on the top of the heap.
Winning's the focus—all else takes a backseat.
Now life becomes a chore, and the climb grows too steep.
But the truth is revealed—
You CAN start to thrive!
Be who YOU are and choose to live freely.
Choose passions and joy to make you alive.
Compete with yourself to develop ideally.
Victory's derived from true purpose and fire.
Find your path and craft the life you desire.

Name: _____

1. Read these lines from the poem.

Pressure descends from every angle.
Pushing and pulling your heart and your mind.
Soon you feel numb and time seems entangled,
Spinning your wheels on the unending grind.
Life feels heavy when you choose to compete,
Focusing always on the top of the heap.
Winning's the focus—all else takes a backseat.
Now life becomes a chore, and the climb grows too steep.

How are these eight lines of the poem related?

- A. They reveal the speaker's feelings about the pressure to achieve.
- B. They suggest that the speaker is aware of the external sources of stress.
- C. They identify the speaker's concern about having to complete many chores.
- D. They demonstrate that the speaker is committed to always trying to be the best.

2. Read these lines from the poem.

But the truth is revealed—
You CAN start to thrive!

Why are these lines important in the poem?

- A. They introduce an additional problem.
- B. They present a shift in the speaker's tone.
- C. They characterize the speaker as dramatic.
- D. They express ideas using figurative language.

3. Read these lines from the poem.

Victory's derived from true purpose and fire.
Find your path and craft the life you desire.

What is the poet's intention for ending the poem with these lines?

- A. to support that life should be pursued as individuals choose
- B. to show that all problems in life can be solved with effort
- C. to prove that past decisions affect individuals' futures
- D. to suggest that life is filled with challenges

Name: _____

4. How does the structure of the poem contribute to its meaning? Use details from the poem to support your answer.

Name: _____

Unit 11 Pre-Assessment

Read the story. Then answer the questions.

Pony Express Adventure

by Eric Coburn

Eli could not contain his excitement. “It’s so cool that your dad brought us to the Pony Express National Museum!”

“I know! Check out this painting of a Pony Express rider,” replied Asher. “Wish we’d lived back then. What an adventure!” he added wistfully.

Suddenly, the boys found themselves riding furiously across the open prairie. “What’s going on?” shouted Eli over the beating of the horses’ hooves.

“Where’s Dad? Where’s the museum?”

“I think your wish was granted, Asher,” Eli suggested.

Once this realization began to sink in, broad smiles replaced the initial looks of shock.

“This is our adventure!” Asher let out a whoop and spurred his copper-colored mare past Eli’s buckskin horse. Mile after mile they rode, past tumbleweeds and cacti, across dried creek beds and gullies.

As the sun rose higher in the cloudless sky, the boys’ thirst for adventure was overcome by sheer thirst. Their leather bags were filled with letters, but no canteens of fresh water were to be found.

“How do we get back to the museum? How will we survive if we don’t find water?” Eli’s fears bubbled to the surface in a burst of questions.

Asher thought about their situation. He recalled the inscription at the bottom of the painting he’d seen at the museum. “What was the motto of the Pony Express? Was it ‘The mail must go through’? I think if we deliver these letters, we may return home.”

The boys saw smoke rising from a settlement ahead. There, they handed off the mail to the next rider on horseback, dusted off their jeans, and went inside for a drink of water. A blast of cool air surprised the boys as they passed through the door to find themselves at the Pony Express National Museum.

1. What does the setting at the museum help the reader understand about Eli and Asher?
 - A. They spend a lot of time together.
 - B. They have an appreciation of history.
 - C. They have experience riding and caring for horses.
 - D. They would rather be active than look at paintings.

2. How does the open land the boys ride across cause a problem in the story?
 - A. It distracts them from going to the settlement right away.
 - B. It makes them worry about how they will get home.
 - C. It lacks something they need for survival.
 - D. It causes competition between them.

3. What do the boys learn from their visit to the past?
 - A. Cooperating is better than competing.
 - B. Adventures often involve some discomfort.
 - C. The past is not that different from the present.
 - D. Responsibility was more important in years past.

4. How does the setting at the museum help shape the events of the story? Use details from the story to support your answer.

Name: _____

Unit 12 Pre-Assessment

Read the selection. Then answer the questions.

Word Collector

by Amanda Carter

What do a pannapictagraphist, a plangonologist, and a philatelist have in common? Yes, they do all begin with the letter *p*, but beyond that, they are all collectors of various memorabilia. A pannapictagraphist collects comic books; a plangonologist collects dolls; a philatelist collects stamps.

Collecting comic books, dolls, and stamps are common pastimes with unusual names. But in this world filled with wonderful, wacky people, there is a collectible for everyone. Sucrologists save sugar packets. Arctophiles accumulate teddy bears. Falerists amass medals, pins, and other military and civilian awards, while scutelliphiles stockpile souvenir patches.

Psychologists believe that a desire to collect items of interest stems from the primal urge to hunt and gather. They also note that maintaining collections satisfies the need for the brain to classify and organize information. There is no doubt that locating interesting or rare articles can be rewarding. The search itself is often stimulating. Many collectors join organizations with others who have the same interests, giving them opportunities to learn more about the collectibles they pursue and to create new friendships.

Some people collect simply because they know the items will increase in value over time. Consider John Jay Pittman. He became fascinated with coin collecting. He even mortgaged his home in the 1950s just to purchase coins in Egypt, believing his collection would one day become valuable. It did. When he passed away in 1996, his family was shocked to discover the value of his collection—\$30 million.

Perhaps you have been inspired to begin a collection. You can start small and begin collecting something that doesn't even require physical space. Become a logophile, a collector of words.

1. Which sentence from the selection supports the inference that people are likely wired to collect?
 - A. “Psychologists believe that a desire to collect items of interest stems from the primal urge to hunt and gather.”
 - B. “There is no doubt that locating interesting or rare articles can be rewarding.”
 - C. “Many collectors join organizations with others who have the same interests, giving them opportunities to learn more about the collectibles they pursue and to create new friendships.”
 - D. “Perhaps you have been inspired to begin a collection.”

2. What inference can be drawn based on information in the second paragraph?
 - A. Comic books are the most valuable collectible.
 - B. Collecting is not as popular today as it was in the past.
 - C. Some people collect items that others might consider odd.
 - D. A variety of war memorabilia exists today because of collectors.

3. Read the statement from the selection.

But in this world filled with wonderful, wacky people, there is a collectible for everyone.

What evidence does the author provide to support this statement?

- A. She stresses the importance of organizing a collection.
 - B. She describes how to start an organization for collectors.
 - C. She includes details about how to make money from collecting.
 - D. She provides examples of a variety of different types of collectors.
-
4. What can be inferred about the author’s opinion of people who collect? Use details from the selection to support your answer.

Name: _____

Unit 13 Pre-Assessment

Read the selection. Then answer the questions.

Break Dancing

by Cindy Jackson

When people hear the words *break dancing*, they probably picture teens spinning on their heads as hip-hop music plays in the background. Young people started break dancing, or breaking, in the 1970s in New York City. Breaking originated as a type of street dancing. That's because in New York's crowded metropolis, youth often must be creative when entertaining themselves. Teens toted their portable music devices (called boom boxes) and danced wherever they could find the space—in vacant lots, on city sidewalks, and even on subway platforms.

Breaking refers to tricks, floor work, and other types of dancing that happen during the breakbeat of a song. A breakbeat is essentially any place in a song where a drummer has a solo. DJs during the 1970s began extending these breakbeats by looping them. These longer breakbeats allowed the dancers more time to show off their breaking skills. Soon, dance battles emerged, during which dancers competed to determine who had the best improvised moves. Young men and women who take part in break dancing are still referred to as *b-boys* and *b-girls*.

This dance style eventually developed different elements, including *toprock* and *downrock*. Topleft refers to a sequence of steps performed from a standing position, while downrock describes movements performed on the floor, using hands and feet. Break dancing also incorporates power moves and freezes. Power moves are acrobatic stunts that require speed, flexibility, and endurance to execute. They include head and back spins, windmills, and swipes. Freezes are controlled poses that look frozen in place, almost resembling one-handed yoga poses. They require immense upper body strength, core strength, and flexibility to hold.

Breaking made its way around the island of Manhattan and then spread its wings around the country and the world. It continues to be popular today. Break dancing competitions are held annually throughout the United States and in England, France, Canada, Russia, South Korea, and Japan.

1. What is the author's main purpose for writing this selection?
 - A. to explain how music influences dancing styles
 - B. to argue that teens use dance as a form of creative expression
 - C. to explain the origins and techniques of a specific style of dancing
 - D. to show why a dancing style became popular in the US and other countries

2. What is the author's point of view regarding break dancing?
 - A. She believes that break dancing is encouraging.
 - B. She believes that break dancing is productive.
 - C. She believes that break dancing is impressive.
 - D. She believes that break dancing is extreme.

3. Based on the first paragraph, what is the author's point of view of the youth who first began break dancing in the 1970s?
 - A. They were bothersome.
 - B. They were innovative.
 - C. They were athletic.
 - D. They were bored.

4. What techniques does the author use to distinguish her position about break dancing? Use details from the selection to support your answer.

Name: _____

Unit 14 Pre-Assessment

Read the story and the selection. Then answer the questions.

A Narrow Escape

by Jamal Murray

“Thank goodness it finally stopped raining!” Abby said as she and her twin brother, Nathan, watched Pa help Ma into the wagon. Their parents were headed to town to buy some much-needed supplies. The recent purchase of a wagon allowed their parents to make the journey there and back within a day.

Abby inched nearer to Pa and held out her hand, expecting to be helped into the wagon.

“I’m afraid you and your brother will have to stay,” Pa said. “The horses won’t be able to haul all of the supplies if you two come along.”

“This time we need a lot of supplies as our cupboards are just about bare,” Ma added. “But now that we’ve got the wagon, we can go into town more often. Next time you can join us,” she said, smiling reassuringly.

Pa’s face became stern. “Now remember, Lars Creek is swollen near double from our week of rain. No fishing, you hear? We’ll see you after sundown.”

As the wagon moved slowly out of sight, Abby turned to Nathan. “Let’s go blueberry picking!”

The blueberry bushes grew on the other side of the creek. Nathan remembered Pa’s words and knew he should argue, but his mouth was already watering at the thought of Abby’s scrumptious blueberry cobbler.

The creek was higher than the twins had ever seen it. Instead of its usual gentle murmur, the water sounded angry. It rushed between the rocks with the force of a runaway train.

The twins had typically used the trunk of a downed tree to get across the creek. Today, this makeshift bridge was wet and slippery. Nathan crossed slowly. He turned to see Abby behind him and breathed a sigh of relief. A few more steps and —

“AAAAahhhh!” Abby screamed as her foot slipped. She toppled into the foamy water, which swept her downstream as if she weighed less than a leaf. Nathan yelled too. His bare feet pounded the ground next to the creek as he ran, trying to keep sight of his sister. Where was she?

There! Abby had managed to grab some thick reeds growing near the bank. She gripped them desperately.

Nathan cast his eyes wildly, looking for something, anything, that would help him bring her safely to shore. He found a long branch. It would have to do. Though badly frightened, he took time to set his feet securely before extending the branch to Abby. He knew that if he were not careful, he would end up in the water as well.

It required all of Nathan’s strength to pull Abby safely onto the bank. He looked at her pale face, knowing it mirrored his own. She was muddy and scared, but fine—at least, until they confessed their reckless behavior to Ma and Pa.

Covered Wagons in Early America

by Theresa Harrison

Prior to the invention of the train and the motor vehicle, the covered wagon was a vital means of transport for many Americans.

The first covered wagons were created in the early 1700s in the Conestoga River area of Pennsylvania. These wagons, known as Conestoga Wagons, were pulled by teams of six horses or oxen and were used mainly to convey materials locally. Rural families used these wagons to haul goods to and from urban markets. Because the Conestoga Wagons were large and heavy, families limited the weight of what they carried. The wagons were not ideal for long distance travel.

Later, new wagons were designed for this purpose. Long distance wagons, such as the Prairie Schooner, were especially common in the early-to-mid-1800s. During this period, many pioneer families made the long journey west to settle the frontier. The flat bottom of the Prairie Schooner created space for passengers to sit and its low sides allowed travelers to pack boxes along the inside walls. Additionally, feeding and caring for horses during this travel was often burdensome. The Prairie Schooner's ability to be pulled by just one or two horses made it practical for long journeys.

Covered wagons caused life to be easier for early Americans. Whether traveling to the nearest town to purchase supplies or across the country to start new lives, covered wagons helped people accomplish many tasks and goals.

Name: _____

1. Which idea in “A Narrow Escape” was likely influenced by information in “Covered Wagons in Early America”?
 - A. Wagons provided better access to necessities.
 - B. Wagons were an uncomfortable form of transportation.
 - C. Rural families struggled with providing enough food for their families.
 - D. Rural families needed activities to keep children entertained during journeys.

2. Read this sentence from “Covered Wagons in Early America.”

Covered wagons caused life to be easier for early Americans.

Which sentence from “A Narrow Escape” is supported by this sentence?

- A. “Thank goodness it finally stopped raining!” Abby said as she and her twin brother, Nathan, watched Pa help Ma into the wagon.”
 - B. “The recent purchase of a wagon allowed their parents to make the journey there and back within a day.”
 - C. “Abby inched nearer to Pa and held out her hand, expecting to be helped into the wagon.”
 - D. ““Next time you can join us,’ she said, smiling reassuringly.”
3. Read these sentences from “A Narrow Escape.”

Abby inched nearer to Pa and held out her hand, expecting to be helped into the wagon.

“I’m afraid you and your brother will have to stay,” Pa said. “The horses won’t be able to haul all of the supplies if you two come along.”

Why does the author draw on information from “Covered Wagons in Early America” in these sentences?

- A. to help describe the setting as rugged and beautiful
 - B. to help explain why Abby and Nathan want to go to the market
 - C. to help convey a theme about the importance of making mature choices
 - D. to help use a narrative technique that provides an opportunity for a dangerous situation
4. Based on the author’s details about the wagon in “A Narrow Escape,” which type of wagon described in “Covered Wagons in Early America” does the family likely own? Use details from the story and the selection to support your answer.

Unit 15 Pre-Assessment

Read the selection. Then answer the questions.

Lac Rose

by Candace Gray

Cotton candy, bubble gum, strawberries, rubies, roses—though these sound like a young girl’s wish list, they are actually words used to describe the color of Lake Retba. Natives of Senegal call this natural phenomenon *Lac Rose*. That is French for *Pink Lake*.

Lac Rose is truly a natural wonder. Its unique color comes from the algae that thrives there. The algae are not harmful. In fact, the lake is a favorite tourist destination. The algae grow best during the hottest months of the year. The more algae that grows, the brighter the pink color.

Because the floor of the lake is covered in salt, the water is as much as 40% saline. That is about ten times saltier than seawater! You cannot drink the water in Lac Rose, but you can float in the lake.

Tourism isn’t Lac Rose’s only contribution. Salt harvesters gather salt from the floor of the lake. Because metal would rust in the salty water, harvesters do things the old-fashioned way. They wade in with wooden sticks and baskets to dig up the underwater salt. About 24 tons of salt are harvested by hand each year.

Lac Rose is more than just a pretty place; it is also a pillar of Senegal’s economy.

Name: _____

1. Which sentence would be most important to include in a summary of the selection?
 - A. People in Senegal call this lake *Lac Rose*, which means *Pink Lake* in French.
 - B. The unusually high salt content of Lac Rose makes it an important resource.
 - C. Tools made of metal rust quickly in the salty water of Lac Rose.
 - D. Many words have been used to describe the color of Lac Rose.

2. Which sentence from the selection states its central idea?
 - A. “Cotton candy, bubble gum, strawberries, rubies, roses—though these sound like a young girl’s wish list, they are words used to describe the color of the Lake Retba.”
 - B. “Natives of Senegal call this natural phenomenon *Lac Rose*.”
 - C. “Lac Rose is truly a natural wonder.”
 - D. “You cannot drink the water in Lac Rose, but you can float in the lake.”

3. Which is the best summary of the selection?
 - A. The words used to describe the pink color of Lake Retba in Senegal sound like the wishes of a young girl. Algae grow in the lake in hot weather, and tourists who visit float in the lake.
 - B. Because of algae, Lake Retba in Senegal has a bright pink color. The lake’s water is extremely salty. Called Lac Rose by locals, the lake attracts tourists and provides salt for harvesting.
 - C. People in Senegal refer to Lake Retba, which appears to be pink, by the French term *Lac Rose*. The floor of this lake is covered with salt. This makes the water about ten times saltier than seawater.
 - D. Salt harvesters must use old-fashioned methods when they harvest salt from the bottom of Lake Retba in Senegal. Not only does the water have a higher salt content than seawater, it also appears bright pink.

4. How does the author support the central idea that Lac Rose is important to the economy of Senegal? Use details from the selection to support your answer.

Unit 16 Pre-Assessment

Read the story. Then answer the questions.

How to Train Your Trainer

by Chelsea Parker

Ricky sat on his bed with his guitar on his lap. He did his best to strum along with the instructional “Teach Yourself Guitar!” video he was watching. As usual, his fingers felt like stuffed sausages. In only a few moments, he was hopelessly behind the guitar player in the video. Frustration washed over Ricky; the website had insisted that this particular song was “simple enough for beginners.”

Ricky went outside to work with his puppy, Daisy. This Herculean task wasn’t going well either. For nearly two weeks, he had been trying to teach her the basic commands *sit*, *stay*, and *lie down*. Sometimes Daisy obeyed him, but more often, she ignored him in favor of romping around the yard. Ricky felt like giving up, but he couldn’t. His mother had only agreed to adopt a dog after he had promised to train it.

Knowing he needed help, Ricky searched the Web and found the site of a professional dog trainer that he hoped would facilitate his training plans. The woman advised dog owners to focus on one command at a time instead of many at once, which is confusing to dogs. She emphasized the importance of patience, repetition, breaks, and rewards. After just three days of following her tips, Ricky had taught Daisy to sit and knew his pet was ready to begin learning a new command.

That night, Ricky’s eyes fell on his guitar, sitting patiently in the corner of his room. A lightbulb switched on in his head as he remembered some of the tips from the dog training website. *Work on one skill at a time. Practice regularly, but keep sessions short and enjoyable. Above all, have patience!*

Ricky picked up the guitar and with a new resolve clicked on the video.

Name: _____

1. Read this sentence from the story.

This Herculean task wasn't going well either.

How does the author use an allusion in this sentence?

- A. to identify the name of Ricky's dog
- B. to explain why Ricky's dog should be trained
- C. to explain the difficulty of training Ricky's dog
- D. to describe what strategies Ricky was using to train his dog

2. Read this sentence from the story.

Knowing he needed help, Ricky searched the Web and found the site of a professional dog trainer that he hoped would *facilitate* his training plans.

What does the word *facilitate* mean?

- A. to assist
- B. to replace
- C. to comfort
- D. to maintain

3. Based on the connotations of the words and phrases *his fingers felt like stuffed sausages*, *hopelessly*, and *Frustration washed over Ricky*, what can the reader tell about Ricky?

- A. He is completely discouraged.
- B. He is completely exhausted.
- C. He is completely heartbroken.
- D. He is completely unhealthy.

4. Read the sentence from the story.

A lightbulb suddenly switched on in his head as he remembered some of the tips from the dog training website.

What does the figurative language in this sentence suggest? Use details from the story to support your answer.

Unit 17 Pre-Assessment

Read the selection. Then answer the questions.

Ice Stupas

by Sydney Pratt

What do you do when you live in an area that has limited water during its growing season? You develop ways to harness the natural resources, such as Ice Stupas.

Ice Stupas are man-made glaciers. They were developed in 2013 as part of the Ice Stupa Project. Sonam Wangchuk, an East Indian engineer, led the project and built the first prototype of Ice Stupas in a small village in the high, cold desert of the Himalayas. This area had once been lush and green, an ideal place for farming. But at that time, many of the glaciers, which had once provided this area with water, had melted and no longer supplied needed moisture. Wangchuk knew that man-made glaciers had the potential to revitalize the area.

Natural glaciers form horizontally. They spread across wide areas of land, generally in north facing valleys high in the mountains. It is important that they are north facing since this position prevents them from melting in the direct heat of the sun.

Wangchuk knew that his team needed to move the man-made glaciers closer to the villages in lower elevation areas. So traditional horizontal glaciers wouldn't work. He decided vertical glaciers were the solution. They could hold large amounts of water and, with less surface area, would melt more slowly.

He installed an underground pipe from a river upstream. Then, he channeled the water downstream to an area near the village. The water was then propelled into the air, and when it fell like rain, it froze onto strategically placed wires and tree branches. The results were cone-shaped mountains that resembled Buddhist holy sites, Stupas.

Ice Stupas are designed to stay frozen until spring. As they start melting in April and May, they provide the much needed water for plants when they first begin to grow.

When natural resources are limited, there are creative ways to adapt the environment. Ice Stupas are just one way to use what nature already provides.

Name: _____

1. Why do natural glaciers generally face north?
 - A. This position prevents them from melting.
 - B. This position allows them to grow larger over time.
 - C. This position helps them to melt at a quicker rate in the summer.
 - D. This position causes them to provide areas with needed moisture.

2. Why are vertical glaciers a better choice than horizontal glaciers?
 - A. They are created from falling rain.
 - B. They resemble Buddhist holy sites.
 - C. They have less surface area, so they melt more slowly.
 - D. They are formed during the winter months from piped water.

3. What was the purpose of shooting the water into the air?
 - A. to simulate rain
 - B. to allow the water to fall and freeze
 - C. to make the Ice Stupas wide and flat
 - D. to help farmers in the Himalayas plant crops

4. How did Sonam Wangchuk support farming villages in the Himalayas? Use details from the selection to support your answer.

Unit 18 Pre-Assessment

Read the stories. Then answer the questions.

The Application

by Elena Tolliver

Jorge sunk a three-pointer through the basketball hoop that towered over Dwayne's driveway. "That's how it's *done!*" he bragged, earning envious and admiring looks from his friends. Just then, Dwayne's mom called out the front door and invited the boys to stay for dinner. It was a fun evening, but Jorge arrived home much later than he planned. As a result, he didn't touch the junior camp counselor application that had already been sitting on his desk for three days.

Tomorrow, he promised himself. But with one thing and another, a whole week flew by before he sat down to complete the application.

Jorge ran his eyes over the requirements. *Love sports? Check! Good with younger kids? Yup!* He then read something that made him freeze. "Oh no!" he muttered. "The application deadline was five days ago!"

Jorge couldn't believe it. Being a junior counselor had sounded fun, not to mention a way to get some work experience for his resume. He had let an opportunity slip away for no good reason. He wanted to crumple the application as its blank spaces seemed to be mocking his procrastination.

Instead, Jorge found a pen and filled in the blanks as neatly as he could. When he was finished, he hurried downstairs. He would bike to Town Hall. He wasn't sure Mrs. Dawson would accept his late application, but it was worth a try.

Name: _____

A Dog's Wisdom

by *Natasha Hawkins*

Mallory's black Labrador retriever Bea wiggled with excitement when Mallory came through the front door. Bea already had her leash in her mouth.

Feeling absurdly guilty, Mallory plopped her books on the table. "Sorry girl. Not today."

Bea whined as if reminding Mallory that they *a/ways* walked the wooded trails in a nearby park after school.

"Don't look at me like that. I have tons of homework," Mallory told her dog. "In fact, I'm super busy every afternoon this week. Maybe Dad will walk you."

All week, Mallory juggled homework, theater rehearsals, and other commitments. The best she could do for Bea was a quick sprint around the neighborhood each night before bed.

On Saturday, Mallory finally found the time to take a long walk with Bea. It was a beautiful morning, sunny and cool. As Bea joyfully lunged and barked at every scampering squirrel, Mallory felt her spirits lift. She realized how much she had missed this time outdoors with her pet. Nothing else made her feel so refreshed.

"I need this as much as you do," Mallory said to Bea. She could have sworn her dog's expression was saying, *I told you so!*

1. Which theme is expressed in “The Application”?
 - A. Many young people have too many demands on their time.
 - B. People tend to pursue only those things that are easy.
 - C. Having a job is rewarding but also involves sacrifices.
 - D. The best way to handle a mistake is to try to repair it.

2. Which idea from “A Dog’s Wisdom” should be included in a summary of the story?
 - A. The trails in the park are wooded.
 - B. Mallory is too busy to walk Bea through the park.
 - C. Bea likes to lunge and bark at every squirrel in the park.
 - D. Mallory and Bea enjoy taking long walks on sunny Saturday mornings.

3. Which statement expresses a theme explored in both stories?
 - A. People can accomplish more when they maintain a routine.
 - B. Spending time around others offers a person many benefits.
 - C. It is easy to become distracted and neglect what is truly important.
 - D. Someone who excels at a particular endeavor may ignore other responsibilities.

4. How does “The Application” convey the theme that having good intentions is not enough? Use details from the story to support your answer.

Name: _____

Unit 19 Pre-Assessment

Read the drama. Then answer the questions.

The New Year

adapted from a story by Laura E. Richards

Cast of Characters

NEW YEAR

OLD YEAR

[OLD YEAR is slumped in an armchair, his hair disheveled and bags under his eyes. The door to his house flings open abruptly.]

NEW YEAR: *[With a flourish.]* Here I am!

OLD YEAR: Oh, there you are, are you? Come in and let us have a look at you, and shut the door, please, after you.

NEW YEAR: Frosty night! Fine and clear. I've had a pleasant journey.

OLD YEAR: Humph! I don't expect to find mine pleasant. A long cold drive, I call it. But to be sure, I thought it pleasant when I was your age, youngster! Is the sleigh waiting?

NEW YEAR: Yes, but there is no hurry. Wait a bit and tell me how matters are in these parts.

OLD YEAR: *[Shaking his head.]* So-so! They might be better and yet they might be worse too. They were worse before I came, much worse. I have done a great deal. Now I expect you, my boy, to do just as I did. Be a good year all the way through.

NEW YEAR: I shall do my best, you may be sure. And now tell me what there is to do.

OLD YEAR: In the first place, you have the seasons to attend to. You see, they have a way of running into each other and getting mixed up if you don't keep a sharp lookout on them. The months, too, are a troublesome set. Then you must be careful how you turn on wet and dry weather. And one thing I want you to do very carefully—watch the leaves that are turned.

NEW YEAR: I thought Autumn attended to that sort of thing!

OLD YEAR: Oh, I don't mean leaves of trees. You know that at the beginning of a year half the people in the world say, "I am going to turn over a new leaf!" They mean that they are going to be better than they have ever been before. But leaves do not stay turned over. I know a great many little boys who said they were going to turn over new leaves. They were not going to tear their clothes, nor bring mud into the house on their boots. And the little girls were going to keep their rooms tidy and their buttons sewed on. But I haven't seen much change in most of them.

NEW YEAR: I'll attend to that. Anything else?

OLD YEAR: Above all, take care of the children. Give them all the good weather you can. And now the horses are ready to go. My time is nearly up, so I start on my long journey. You will find everything in pretty good shape. Well, well, my boy, good-bye. And good luck to you!

1. Read this stage direction from the drama.

[OLD YEAR is slumped in an armchair, his hair disheveled and bags under his eyes. The door to his house flings open abruptly.]

What does this stage direction reveal about Old Year?

- A. He is exhausted.
- B. He is depressed.
- C. He is anxious about the future.
- D. He is concerned about his health.

2. Read this excerpt from the drama.

OLD YEAR: In the first place, you have the seasons to attend to. You see, they have a way of running into each other and getting mixed up if you don't keep a sharp lookout on them. The months, too, are a troublesome set. Then you must be careful how you turn on wet and dry weather. And one thing I want you to do very carefully—watch the leaves that are turned.

NEW YEAR: I thought Autumn attended to that sort of thing!

OLD YEAR: Oh, I don't mean leaves of trees. You know that at the beginning of a year half the people in the world say, "I am going to turn over a new leaf!" They mean that they are going to be better than they have ever been before. But leaves do not stay turned over. I know a great many little boys who said they were going to turn over new leaves. They were not going to tear their clothes, nor bring mud into the house on their boots. And the little girls were going to keep their rooms tidy and their buttons sewed on. But I haven't seen much change in most of them.

What does this dialogue reveal about the relationship between New Year and Old Year?

- A. New Year does not trust what Old Year is telling him.
- B. Old Year has information that New Year needs.
- C. Old Year will help New Year in the future.
- D. New Year wants to make Old Year proud.

Name: _____

3. Read this excerpt from the drama.

OLD YEAR: Above all, take care of the children. Give them all the good weather you can. And now the horses are ready to go. My time is nearly up, so I start on my long journey. You will find everything in pretty good shape. Well, well, my boy, good-bye. And good luck to you!

How does Old Year's dialogue contribute to the plot of the drama?

- A. It emphasizes the importance of the seasons of the year.
- B. It introduces the conflict that Old Year will encounter on his journey.
- C. It provides details about the setting that are essential to the meaning of the drama.
- D. It reveals that Old Year is reluctant but willing to leave the world in New Year's hands.

4. How does the playwright develop the relationship between New Year and Old Year? Use details from the drama to support your answer.

Unit 20 Pre-Assessment

Read the selection. Then answer the questions.

Land Art

by Mike Cloud

When we think of art, we likely imagine paintings on a wall in a quiet museum. But artists everywhere create art using natural materials in the medium of Land Art.

Philippe Andé is a farmer who creates his art using brightly colored butterfly wings he gathers from his fields. He carefully arranges the wings using simple tools—tweezers, a razor, and glue. Some of his works include a boy gathering coconuts, women making flour, and the flag of his home country—the Central African Republic.

Richard Shilling finds subjects for his art by observing nature and allowing the landscapes to intrigue him. From this inspiration, he then creates large sculptures from leaves and sticks using the principles of geometry. As the seasons change, so do the colors of his art. Shilling is also a photographer and writer, so he photographs his creations and composes short stories that complement them.

Martin Hill and Philippa Jones travel to remote areas of the world to create their art. They use ice, stones, and twigs to create circular sculptures that float on water. They use a special technique called *tensegrity* that creates continuous tension that hold the objects in place.

Land Art is a type of art that has an endless supply of free and accessible materials. Will you be the next land artist to be inspired to reflect nature’s beauty and bounty?

Name: _____

1. Read this dictionary entry for the word *simple*.

simple (*adj*) **1.** of humble origins or modest position **2.** lacking in knowledge or expertise **3.** common; not special or unusual **4.** not hard to understand or do

Which definition matches how the word *simple* is used in paragraph 2?

- A. definition 1
 - B. definition 2
 - C. definition 3
 - D. definition 4
2. In paragraph 3, what does the word *intrigue* mean?
- A. to change or alter the appearance
 - B. to attract and hold one’s attention
 - C. to provide protection
 - D. to make new again
3. What does the Latin root *cess*, meaning “go toward or yield,” help the reader determine that *accessible* in paragraph 5 means?
- A. easily available
 - B. quickly noticed
 - C. modest
 - D. simple
4. What does the word *complement* mean in paragraph 3? Use details from the selection to support your answer.

Level 7 NCSCOS Pre-Assessments

Unit 1 Answer Key “Beth and the Twilight Star”

Item	Answer	NCSCOS	DOK	RBT
1	B	NCSCOS.RL.7.6	2	Analyze
2	D	NCSCOS.RL.7.6	2	Analyze
3	A	NCSCOS.RL.7.6	2	Analyze

4. Student responses might include: Beth’s point of view differs from Linnia’s because Beth has been taken from Earth and finds herself on her way to Sirius where she has no knowledge of the environment, while Linnia has knowledge of both Earth and Sirius so she is comfortable in both places.

(NCSCOS.RL.7.6, DOK: 2, RBT: Analyze)

Unit 2 Answer Key The Future of Women in Flying

Item	Answer	NCSCOS	DOK	RBT
1	C	NCSCOS.RI.7.7	3	Understand
2	A	NCSCOS.RI.7.7	2	Apply
3	D	NCSCOS.RI.7.7	2	Apply

4. Student responses might include: Listening to the audio recording enhances the reader’s understanding of the tone of the selection and how it is conveyed through the enunciation and volume of the speaker’s voice.

(NCSCOS.RI.7.7, DOK: 2, RBT: Apply)

Unit 3 Answer Key Bike Share Programs

Item	Answer	NCSCOS	DOK	RBT
1	D	NCSCOS.RI.7.8	3	Understand
2	D	NCSCOS.RI.7.8	3	Understand
3	B	NCSCOS.RI.7.8	3	Understand

4. Student responses might include: The reasoning is sound because the author presents support that explains how a bike share program will benefit the city. For example, the author supports his claim that a bike share program will improve the air quality with the statement that “traffic congestion and, therefore, pollution will be reduced.”

(NCSCOS.RI.7.8, DOK: 3, RBT: Understand)

Unit 4 Answer Key Paying It Forward

Item	Answer	NCSCOS	DOK	RBT
1	B	NCSCOS.RL.7.4	2	Analyze
2	D	NCSCOS.RL.7.4	2	Analyze
3	B	NCSCOS.RL.7.4	2	Analyze

4. Student responses might include: The author uses the sentences “A smile danced across her face as she imagined the next driver’s reaction” and “A warm glow kindled in Kenyatta’s heart” to communicate a tone of gratitude.

(NCSCOS.RL.7.4, DOK: 2, RBT: Analyze)

Level 7 NCSCOS Pre-Assessments

Unit 5 Answer Key The Painted Peacock

Item	Answer	NCSCOS	DOK	RBT
1	B	NCSCOS.RL.7.1	2	Understand
2	B	NCSCOS.RL.7.1	2	Understand
3	C	NCSCOS.RL.7.1	2	Understand

4. Student responses might include: Naveen gathers “Indigo from the Indian Ocean,” “emerald from the leaf of the jasmine,” “pinks and purples from the lotus blossom,” and “yellows and golds from the Indian sunset” to paint the colors on his pet peacock.

(NCSCOS.RL.7.1, DOK: 2, RBT: Understand)

Unit 6 Answer Key Clean Your Plate or Suffer the Fate and Think. Eat. Save.

Item	Answer	NCSCOS	DOK	RBT
1	D	NCSCOS.RI.7.9	3	Understand
2	A	NCSCOS.RI.7.9	3	Understand
3	A	NCSCOS.RI.7.9	3	Understand

4. Student responses should explain two personal behaviors a reader might change in order to decrease food waste, using details from both selections to support the answer.

(NCSCOS.RI.7.9, DOK: 3, RBT: Understand)

Unit 7 Answer Key The Gardener and the Bear

Item	Answer	NCSCOS	DOK	RBT
1	A	NCSCOS.RL.7.5	2	Analyze
2	D	NCSCOS.RL.7.5	2	Analyze
3	B	NCSCOS.RL.7.5	2	Analyze

4. Student responses might include: The dialogue reveals that the Gardener values the peace and quiet of being alone even more than having a friend when he complains that the Brown Bear has “disturbed the peace of my garden.”

(NCSCOS.RL.7.5, DOK: 2, RBT: Analyze)

Unit 8 Answer Key It Couldn't Be Done

Item	Answer	NCSCOS	DOK	RBT
1	D	NCSCOS.RL.7.7	2	Analyze
2	C	NCSCOS.RL.7.7	2	Analyze
3	A	NCSCOS.RL.7.7	2	Analyze

4. Student responses should include a response to how they might have read the last stanza differently from the speaker in the audio recording, such as emphasizing different or additional words or creating different pauses between lines and words.

(NCSCOS.RL.7.7, DOK: 2, RBT: Analyze)

Level 7 NCSCOS Pre-Assessments

Unit 9 Answer Key Brain Food

Item	Answer	NCSCOS	DOK	RBT
1	B	NCSCOS.RI.7.5	2	Analyze
2	B	NCSCOS.RI.7.5	2	Analyze
3	C	NCSCOS.RI.7.5	2	Analyze

4. Student responses might include: Paragraph 3 tells how healthy fats affect the brain and then tells which foods contain healthy fats. Therefore, the reader can predict that paragraph 4 will tell how flavonols help the brain and which foods have flavonols, and paragraph 5 will tell how plant-based foods affect the brain and recommend certain plant-based foods.
(NCSCOS.RI.7.5, DOK: 2, RBT: Analyze)

Unit 10 Answer Key Breaking Away

Item	Answer	NCSCOS	DOK	RBT
1	A	NCSCOS.RL.7.5	2	Analyze
2	B	NCSCOS.RL.7.5	2	Analyze
3	A	NCSCOS.RL.7.5	2	Analyze

4. Student responses might include: The poem is a sonnet in which the first eight lines relate a particular idea, line nine signals a change in thought, and the last two lines provide a conclusion. The structure contributes to the meaning because the speaker first expresses the pressures of competing in this world, then tells how focusing on one's self and one's passions can lead to freedom from the pressures, and finally ends with the inspirational note to chart one's own course in order to find contentment.
(NCSCOS.RL.7.5, DOK: 2, RBT: Analyze)

Unit 11 Answer Key Pony Express Adventure

Item	Answer	NCSCOS	DOK	RBT
1	B	NCSCOS.RL.7.3	2	Analyze
2	C	NCSCOS.RL.7.3	2	Analyze
3	B	NCSCOS.RL.7.3	2	Analyze

4. Student responses might include: The museum setting is important because that is where Eli and Asher admire a painting of a Pony Express rider, which causes Asher to wish for adventure and, ultimately, becomes the catalyst for their time travel.
(NCSCOS.RL.7.3, DOK: 2, RBT: Analyze)

Unit 12 Answer Key Word Collector

Item	Answer	NCSCOS	DOK	RBT
1	A	NCSCOS.RI.7.1	2	Understand
2	C	NCSCOS.RI.7.1	2	Understand
3	D	NCSCOS.RI.7.1	2	Understand

4. Student responses might include: The author thinks people who collect are interesting because she states "in this world filled with wonderful, wacky people."
(NCSCOS.RI.7.1, DOK: 2, RBT: Understand)

Level 7 NCSCOS Pre-Assessments

Unit 13 Answer Key Break Dancing

Item	Answer	NCSCOS	DOK	RBT
1	C	NCSCOS.RI.7.6	2	Analyze
2	C	NCSCOS.RI.7.6	2	Analyze
3	B	NCSCOS.RI.7.6	2	Analyze

4. Student responses might include: The author provides a thorough description of breakdancing in the first and second paragraphs and an explanation of the athleticism needed to perform breakdancing to support her opinion that breakdancing is impressive. She also employs language, such as “immense” and “spread its wings,” that conveys her positive perspective on breakdancing and the people who perform it.

(NCSCOS.RI.7.6, DOK: 2, RBT: Analyze)

Unit 14 Answer Key A Narrow Escape and Covered Wagons in Early America

Item	Answer	NCSCOS	DOK	RBT
1	A	NCSCOS.RL.7.9	3	Understand
2	B	NCSCOS.RL.7.9	3	Understand
3	D	NCSCOS.RL.7.9	3	Understand

4. Student responses might include: The family likely owns a Conestoga Wagon because the informational text states that these wagons were used by rural families to carry goods to and from urban markets, and that because they were heavy, families had to limit how much they carried. This information is supported by the details in the story about how Ma and Pa were using the wagon to go to town for supplies and that Abby and Nathan could not join them because the supplies and four riders would be too heavy for the horses to haul.

(NCSCOS.RL.7.9, DOK: 3, RBT: Understand)

Unit 15 Answer Key Lac Rose

Item	Answer	NCSCOS	DOK	RBT
1	B	NCSCOS.RI.7.2	2	Understand
2	C	NCSCOS.RI.7.2	2	Understand
3	B	NCSCOS.RI.7.2	2	Understand

4. Student responses might include: The author provides details such as, “the lake is a favorite tourist destination” and “24 tons of salt are harvested by hand each year” to develop the central idea that Lac Rose is important to the economy of Senegal.

(NCSCOS.RI.7.2, DOK: 2, RBT: Understand)

Unit 16 Answer Key How to Train Your Trainer

Item	Answer	NCSCOS	DOK	RBT
1	C	NCSCOS.L.7.5.a	2	Analyze
2	A	NCSCOS.L.7.5.b	2	Analyze
3	A	NCSCOS.L.7.5	2	Analyze

4. Student responses might include: The figurative language in this sentence suggests that Ricky suddenly and unexpectedly has a good idea for approaching guitar playing like he did dog training by working on “one skill at a time,” practicing “regularly,” and by having “patience.”

(NCSCOS.L.7.5, DOK: 2, RBT: Analyze)

Level 7 NCSCOS Pre-Assessments

Unit 17 Answer Key Ice Stupas

Item	Answer	NCSCOS	DOK	RBT
1	A	NCSCOS.RI.7.3	2	Understand
2	C	NCSCOS.RI.7.3	2	Understand
3	B	NCSCOS.RI.7.3	2	Understand

4. Student responses might include: Sonam Wangchuk developed Ice Stupas, or man-made glaciers, which provide necessary moisture for crops to grow in the spring.

(NCSCOS.RI.7.3, DOK: 2, RBT: Understand)

Unit 18 Answer Key The Application and A Dog's Wisdom

Item	Answer	NCSCOS	DOK	RBT
1	D	NCSCOS.RL.7.2	3	Understand
2	B	NCSCOS.RL.7.2	3	Understand
3	C	NCSCOS.RL.7.2	3	Understand

4. Student responses might include: The text conveys this theme by showing that Jorge is really interested in being a junior counselor, as shown by paragraphs 3 and 4, but still fails to complete his application. The sentences “As a result, he didn’t touch the junior camp counselor application that had already been sitting on his desk for three days” (paragraph 1) and “*Tomorrow*, he promised himself. But with one thing and another, a whole week flew by before he sat down to complete the application” (paragraph 2) emphasize this theme.

(NCSCOS.RL.7.2, DOK: 3, RBT: Understand)

Unit 19 Answer Key The New Year

Item	Answer	NCSCOS	DOK	RBT
1	A	NCSCOS.RL.7.3	2	Analyze
2	B	NCSCOS.RL.7.3	2	Analyze
3	D	NCSCOS.RL.7.3	2	Analyze

4. Student responses might include: The author develops the relationship between NEW YEAR and OLD YEAR through the use of dialogue, suggesting that OLD YEAR is interested in helping NEW YEAR learn his role in caring for the world and that NEW YEAR is interested in gleaning knowledge from his more experienced predecessor.

(NCSCOS.RL.7.3, DOK: 2, RBT: Analyze)

Unit 20 Answer Key Land Art

Item	Answer	NCSCOS	DOK	RBT
1	C	NCSCOS.L.7.4	1	Apply
2	B	NCSCOS.L.7.4	2	Apply
3	A	NCSCOS.L.7.4	1	Apply

4. Student responses might include: The word “complement” refers to something that is added to complete or make something better. Richard Shilling adds a story that accompanies or completes a piece of artwork, enhancing the art with its paired story.

(NCSCOS.RI.7.4, DOK: 2, RBT: Apply)