



acadience® reading 7–8

Silent Reading

Grade 7 | Benchmark 3

DO NOT WRITE ON THIS PACKET OR OPEN THE BOOKLET
PLEASE WAIT AND LISTEN FOR DIRECTIONS

Sample: Multiple Choice Question

1. Most weeks of the school year, the first day of the school week is:
- A) Friday
 - B) Monday
 - C) Wednesday
 - D) Sunday

Silent Reading

Student Response Sheet

Sample: (A) (B) (C) (D)

Passage 1	Passage 2	Passage 3
1. (A) (B) (C) (D)	1. (A) (B) (C) (D)	1. (A) (B) (C) (D)
2. (A) (B) (C) (D)	2. (A) (B) (C) (D)	2. (A) (B) (C) (D)
3. (A) (B) (C) (D)	3. (A) (B) (C) (D)	3. (A) (B) (C) (D)
4. (A) (B) (C) (D)	4. (A) (B) (C) (D)	4. (A) (B) (C) (D)

STOP

Launching into Soccer

► Looking back, it seemed to Hayden that attending soccer camp last summer had been fated. His friend James had continually tried to recruit him to the neighborhood soccer league, but Hayden was never really that interested in soccer. In the end, he only changed his mind because the baseball camp he was scheduled for had been cancelled at the last minute.

The first thing Hayden learned about soccer was that it involved a lot of running. The camp ended each day with speed and agility drills, and most evenings Hayden just wanted to collapse on the couch. By the end of the first week, Hayden realized that much of the hand-eye coordination he had honed through years of baseball transferred quite nicely to soccer. As the second week of the camp drew to a close, Hayden felt a genuine interest in soccer begin to spark.

James saw the difference during passing drills. As he sprinted down the field parallel to James, Hayden focused intently on alternating the ball from side to side. He kicked the ball towards his friend and then repositioned himself so that James would have an easier target for the return pass. They made it the entire length of the field without

losing the ball once. James looked at Hayden with amazement and complimented him on his improvement.

The camp ended with all the participants dividing into teams and scrimmaging against each other. They competed to win and Hayden saw the purpose in the drills they had practiced each day. Afterwards, as he and James walked home, Hayden talked animatedly about the details. James grinned, knowing his friend was hooked.

James and Hayden worked all summer to get ready for tryouts. As they launched into the last lap of their daily run, beads of sweat glistened like raindrops on their skin as they pushed themselves to the limit. Tryouts were tomorrow, and they knew the competition was going to be tough. They had time for one last practice of the various soccer drills they had been working to master.

They practiced making goals, and Hayden accurately directed the ball to all areas of the large rectangular net. Exhausted, the boys finished their workout and headed home. Tomorrow loomed and Hayden was nervous, but he squashed down his fears, reminding himself that he had trained hard and was prepared.

Comprehension Questions: Launching into Soccer

Mark the correct answer on your answer sheet. DO NOT write on this form.

1. The ability to move quickly and easily is called:
 - A) alertness.
 - B) fortitude.
 - C) agility.
 - D) perception.
2. When you *hone* a particular skill, you are:
 - A) letting that skill go to waste.
 - B) improving or perfecting that skill.
 - C) teaching that skill to someone else.
 - D) misusing that skill.
3. When you practice playing a game, you are:
 - A) engaging.
 - B) scrimmaging.
 - C) virtualizing.
 - D) alternating.
4. Why did Hayden change his mind and agree to attend soccer camp?
 - A) His friend James was attending soccer camp.
 - B) The baseball camp he was scheduled for had been cancelled.
 - C) He didn't make the baseball team he tried out for.
 - D) His dad played soccer when he was younger.
5. Hayden started to see the purpose of the drills they had been practicing each day when:
 - A) the participants played against each other.
 - B) he had conversations with James on the walk home.
 - C) he tried out for the neighborhood soccer league and made the team.
 - D) he was able to accurately direct the ball into all areas of the net.
6. What baseball skill transferred nicely to soccer?
 - A) hitting a ball with your foot
 - B) speed and agility
 - C) alternating the ball from side to side
 - D) hand-eye coordination
7. Soccer camp ended with what activity?
 - A) practicing making goals into the net
 - B) passing drills down the length of the field
 - C) running laps around the track
 - D) dividing into teams and playing a game
8. Each night after soccer practice, Hayden wanted to:
 - A) give up attending soccer camp.
 - B) talk with his friend James about soccer.
 - C) make up soccer drills to do with his little sister at home.
 - D) collapse on the couch in exhaustion.
9. What is the main idea of this passage?
 - A) You might succeed if you train hard and are prepared.
 - B) Playing soccer is more fun than playing baseball.
 - C) Discovering a new sport can be an exciting adventure.
 - D) Playing soccer is a great way to stay healthy.
10. After Hayden's experience at soccer camp, we can predict that:
 - A) he won't do well at tryouts because he wasn't prepared.
 - B) he will give up soccer and go back to playing baseball.
 - C) he will succeed at tryouts and make the team.
 - D) he will play both soccer and baseball next year in high school.

Go With the Flow

► The first dam was built in Egypt over 5,000 years ago. Since then, people have used dams to prevent flooding, water crops, and harness the energy of flowing water.

In recent years, scientists have noticed that dams have some harmful effects. Dams disrupt a river's patterns of high and low flow. These patterns affect the life cycles of plants and animals in a river's environment. A river's flow tells fish when to move from place to place and when to reproduce, and also triggers natural cycles that keep the water clean. When these patterns are changed by a dam, the entire ecosystem is thrown off balance.

To solve this problem, a partnership was formed between two groups, the Nature Conservancy and the Army Corps of Engineers. The first group worked for the preservation, or protection, of natural environments, and the second worked to develop rivers for human use. These two goals were sometimes at odds, but in 2002, both groups realized their goals for rivers were the same. They both wanted to find ways to protect river environments for all living creatures.

Together, these groups started a program called the Sustainable Rivers Project (SRP). If something is sustainable, it can be supported and maintained over time. The SRP manages rivers in a nature-friendly way by causing dams to mimic, or copy, the patterns of nature. For example, when river flow would be naturally low, the dams lower water levels, and when river flow would be high, the dams increase water levels. The dams also continue to help people by giving them energy, drinking water, water for crops, and protection from floods.

Today, the SRP manages 36 dams on eight rivers in 12 states. The benefits of the program have been numerous. Water quality has improved, flood risk has been reduced, and animals that were once dying off are now thriving. Lands along the rivers are green and lush, providing healthy homes for wildlife and pleasant surroundings for tourists.

The SRP hopes to expand its network of river management in future years. By doing so, it also hopes to communicate an important message: the needs of nature and the needs of people are not in conflict, but are one and the same.

Comprehension Questions: Go With the Flow

Mark the correct answer on your answer sheet. DO NOT write on this form.

1. Something that is supported or maintained over time is:
 - A) unjustifiable.
 - B) verifiable.
 - C) sustainable.
 - D) reproducible.
2. The process of protecting something is called:
 - A) preservation.
 - B) exploitation.
 - C) reconstruction.
 - D) management.
3. In this passage, the word *mimic* refers to:
 - A) copying the patterns of nature.
 - B) harnessing the flow of water.
 - C) providing ways to protect river environments.
 - D) expanding river management networks.
4. Scientists have recently realized that dams:
 - A) encourage the flow of water through natural areas.
 - B) disrupt a river's patterns of high and low flow.
 - C) continue to have beneficial effects on environments.
 - D) prevent the natural draining of crucial wetland areas.
5. According to the passage, a sustainable river project puts forth the message that:
 - A) projects need several groups involved in order to succeed.
 - B) the river can be a source of sustainable water energy.
 - C) with a little effort, nature's patterns can be easily managed.
 - D) the needs of nature and people are not in conflict.
6. Both the Nature Conservancy and the Army Corps of Engineers wanted to find ways to:
 - A) create cycles that keep river water clean.
 - B) develop rivers for human use.
 - C) protect the environment for animals.
 - D) protect river environments.
7. The main goal of the Sustainable River Project is to:
 - A) trigger fish to move from place to place.
 - B) allow rivers with dams to copy patterns in nature.
 - C) collect water for crops.
 - D) conserve water usage.
8. The effects of the Sustainable Rivers Project include:
 - A) improved flood risk, reduced water quality, but pleasant surroundings for people.
 - B) green homes for wildlife, increased water levels, and lots of water energy.
 - C) lush lands, pleasant natural cycles, and a reduced ecosystem.
 - D) improved water quality, reduced flood risk, and thriving animal populations.
9. What would be another good title for this passage?
 - A) River Wildlife: Going With the Flow
 - B) Dams Harness the Energy of Flowing Water
 - C) Dams: The Biggest Threat to River Systems
 - D) Joining Forces to Develop Ecofriendly Dams
10. After reading this passage, we can predict that the river flow patterns created by dams will:
 - A) continue to promote new businesses along riverfronts.
 - B) continue to create natural cycles that keep the water clean.
 - C) reduce the amount of fish that are able to swim upstream.
 - D) reduce the amount of trash that is created by humans.

Women's Suffrage

► In the United States today, women serve as members of Congress, as Supreme Court justices, and as governors of states. They act as advisors to the president, and some have even run for president themselves. As recently as one hundred years ago, however, women in the United States had not yet been granted suffrage, or the right to vote. It was not until August 26, 1920, that the 19th Amendment to the Constitution was ratified, giving women the right to vote.

For American women, the long road to the voting booth began in 1848, at a convention, or meeting, in Seneca Falls, New York. At that time, most women could not own land, sign legal papers, serve on juries, or vote. Some people wondered how the nation could call itself a democracy when half its citizens had no voice in the government. Elizabeth Cady Stanton organized the Seneca Falls Convention to raise public awareness and discuss these issues. Almost overnight, the women's rights movement was born.

For decades, women's rights workers, including Stanton, Susan B. Anthony, and Sojourner Truth, traveled around the country, spreading their message and pushing for change. In 1868, Congress gave the right to vote to all

male citizens over the age of 21, including formerly enslaved men. Encouraged, women's rights workers presented to Congress an amendment that gave the vote to women, too, but Congress refused to consider it. In fact, the amendment was presented to Congress 40 times before it was put to a vote, and even more time passed before it was approved.

The eventual support of the amendment was influenced by several trends. Throughout the early 1900s, more and more women went to college and entered the work force. Some western states and several European countries began allowing women to vote. Then came the most important factor of all: World War I. When American men went to war, American women stepped into the jobs they left behind. Women worked in factories, ran businesses, and managed farms, proving beyond a doubt their value as full-fledged citizens of the United States.

By 1919, both the House of Representatives and the Senate had passed the amendment. It then took 14 months for it to be ratified, or approved, by the legislatures of the required three-fourths of the states. Finally, 72 years after the convention in Seneca Falls, American women had won the right to vote.

Comprehension Questions: Women's Suffrage

Mark the correct answer on your answer sheet. DO NOT write on this form.

1. A person who is an expert in a particular field that gives advice is called a/an:
A) associate.
B) rights worker.
C) organizer.
D) advisor.
2. The word *suffrage* refers to the right to:
A) own land.
B) vote.
C) sign legal papers.
D) convene.
3. To give formal consent to a constitutional amendment is called:
A) judge.
B) sanction.
C) provide.
D) ratify.
4. The 1920 constitutional amendment gave:
A) formerly enslaved men over 21 the right to vote.
B) women the right to own land.
C) women the right to vote.
D) formerly enslaved men the right to serve on juries.
5. How did the absence of women from the government affect the cause of suffrage?
A) Women first had to gain half of the congressional positions before they could gain the right to vote.
B) Women had to take their cause to the courts and sue the government for the right to vote.
C) It was difficult getting the all-male government to pass a constitutional amendment allowing women to vote.
D) Women held many governmental positions, yet the road to universal suffrage was still long and difficult.
6. In 1848, most women could not legally:
A) work at businesses, own land, or vote.
B) own land, sign legal papers, or serve on juries.
C) vote, work in factories, or go to college.
D) earn wages working, go to college, or sign legal papers.
7. In 1848, the Seneca Falls Convention:
A) gave the right to vote to all women over the age of 21.
B) raised public awareness of women's suffrage.
C) succeeded in raising awareness for universal suffrage.
D) gave the right to vote to all men over the age of 21.
8. According to this passage, what is the effect of advocacy on legislation?
A) It hardly ever leads to new laws being passed.
B) It never leads to new laws being passed.
C) It always leads to new laws being passed.
D) It sometimes leads to new laws being passed.
9. What is the main idea of this passage?
A) The road to women's suffrage in the U.S. was long and difficult; it took a lot of advocacy, shifts in society, and women's new roles during WWI to bring about change.
B) The road to women's suffrage in the U.S. was long and difficult, and came about after pressure from European countries who had already passed universal voting laws.
C) Elizabeth Stanton, Susan B. Anthony, and Sojourner Truth were the most prominent leaders of the women's rights movement during the 19th and 20th centuries and their advocacy brought about lasting change.
D) After 40 attempts to pass a bill allowing women the right to vote, it wasn't until the 20th century that the United States Congress finally wrote it into law.
10. Due to the ratification process for U.S. constitutional amendments, we can predict that:
A) not all amendments passed by Congress become law.
B) when Congress passes an amendment, it automatically becomes law.
C) amendments are easily passed by Congress and become law.
D) the beliefs of state legislatures have little effect on the passing of amendments.