



acadience® reading 7–8

# Silent Reading

Grade 8 | Benchmark 2

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)



Addie and Amelia

---

► I never understood the definition of courage until I met Addie and her dog Amelia. When the burly movers started unloading the van at the house next door, I noticed an electric wheelchair among the belongings being shuttled inside. My grandmother uses an electric wheelchair, so I assumed the new family must include someone elderly. When my mother sent me scooting over with cookies, however, the woman who answered the door appeared to be similar in age to my parents. She smiled, inquiring what grade I was entering. When I responded that I would be entering high school next year, she said that her daughter was the exact same age.

When our new neighbors invited me in to meet their daughter, Addie, I discovered that Addie was the owner of the electric wheelchair. Addie motored into the living room with her dog, Amelia, vigorously wagging her tail beside her. After we were introduced, I told her how much I loved dogs and immediately we were deep in conversation about the multitude of positive attributes dogs possess.

Over the summer, Addie and I spent considerable time together. During one of our

visits, Addie explained that she was diagnosed with cerebral palsy when she was an infant and that the symptoms of her disability included muscle weakness in her legs and some speech issues. Addie worked with speech therapists and an occupational therapist each week and performed a regimen of daily exercises. I calculated that her exercises and appointments accounted for significantly more time than I devoted to any of my exercise routines. My admiration and respect for Addie and for Amelia grew throughout the summer.

As September approached, Addie confessed that she was a little bit nervous about the coming school year. She was worried that she wouldn't be able to find her classes in a new building. She explained that her dog gave her courage in new situations and I nodded, reflecting on how Amelia eased our first encounter. I shared with her how anxious I was about the first day of school. We decided we would face the first day together. Addie's the most courageous person I know, and I know we'll both be fine at our new high school this year.

**Comprehension Questions: Addie and Amelia**

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

1. A person who is large and strong is called:
  - A) burly.
  - B) courageous.
  - C) cumbersome.
  - D) anxious.
2. The word *multitude* refers to:
  - A) a symptom of cerebral palsy.
  - B) common characteristics of dogs.
  - C) a large number of something.
  - D) feelings of admiration and respect.
3. A prescribed course of medical treatment is called a:
  - A) shuttle.
  - B) regimen.
  - C) diagnosis.
  - D) disability.
4. When a new family moved in next door, the main character assumed that the family:
  - A) included someone her age.
  - B) included a large number of children.
  - C) had a dog.
  - D) included someone elderly.
5. Addie was in a wheelchair because she:
  - A) was in an accident.
  - B) has an injury.
  - C) has muscle weakness.
  - D) is elderly.
6. How does Addie relate to the definition of courage?
  - A) With her parents' support, she goes to occupational therapy sessions.
  - B) She faces her family's problems with the help of Amelia.
  - C) Even though nervous, she is able to face going to a new high school.
  - D) She faces her health problems with strength and determination.
7. Every week, Addie goes to:
  - A) speech and mobility therapy appointments.
  - B) speech and occupational therapy appointments.
  - C) physical therapy and nutrition appointments.
  - D) occupational exercise groups and therapy appointments.
8. According to the passage, the word *admiration* refers to the:
  - A) high regard the main character has for Addie after learning more about her.
  - B) mutual respect Addie and her caring parents have for one another.
  - C) high esteem and appreciation Addie feels for her companion, Amelia.
  - D) respect and appreciation Addie has for her speech and occupational therapists.
9. This passage leads us to believe that in order to improve mobility and functioning after being diagnosed with cerebral palsy, one must:
  - A) ignore the disease and live life like other people who don't have the disease.
  - B) use a motorized, specialized wheelchair and have access to a service animal.
  - C) dedicate significant time and effort to medical appointments and physical therapy.
  - D) attend support groups for cerebral palsy and work with medical specialists.
10. We can predict from this passage that being friends with Addie will:
  - A) inspire the main character to face future obstacles with new courage.
  - B) ease the main character's challenging transition after moving to a new town.
  - C) inspire the main character's family to adopt a dog of their own.
  - D) help the main character overcome her shyness when meeting new people.

## Upwelling and Turnover

---

► Saltwater oceans and freshwater lakes are vastly different bodies of water; however, they do have similarities. One similarity is the layering of water within each. The layers of water have different temperatures, with top layers exposed to the sun and therefore warmer, and colder layers at deeper depths. These layers of water must occasionally be shifted and mixed in order to maintain the quality of the water and the health of the life within it.

In oceans, this shifting is accomplished through a process called upwelling; the movement upward of a deeper layer of water. Coastal upwelling begins when winds that blow parallel to a coastline create a current of surface water moving away from the shore. Because of Earth's rotation, the winds push the water to the right in the Northern Hemisphere and to the left in the Southern Hemisphere. When the surface water is displaced, or removed from its usual place, a layer of colder water rises from the depths to replace it. The deeper layer of water is rich in nutrients including phytoplankton; minute plant life that provides food for seabirds, marine mammals, and fish. As a result, regions of coastal upwelling provide rich fishing grounds.

Lakes undergo a similar shifting of layers of water, which is known as turnover. When warmed by the sun, the surface layer of a lake has a higher temperature than the lower layers and is stable. In late autumn, lower air temperatures cool the surface layer. When the temperature of water decreases, its density, or how heavy the water is in a given volume, increases. The surface layer sinks and displaces the deeper water, which rises to the surface. In spring, a lake can experience another turnover when the temperatures and densities of the layers change again. Ice on the surface of the lake melts, causing the water to sink and mix with the lower layers of the lake. The warmer water then rises to the surface. Through turnover, layers of water in the lake are mixed, and oxygen, necessary for fish and other creatures in the water, is distributed through the layers.

Upwelling and turnover are crucial processes in the life cycle of bodies of water. Winds blow across ocean and lake surfaces, changing temperatures and stirring layers of colder and warmer water. This movement of cold and warm layers keeps oceans and lakes healthy and allows life to flourish.

**Comprehension Questions: Upwelling and Turnover**

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

1. The upward movement of a deep layer of water in the ocean is called an:  
A) upwelling.  
B) upward-emergence.  
C) upsurge.  
D) upshift.
2. The word *phytoplankton* refers to:  
A) a type of sea organism that feeds on marine life.  
B) ocean ecosystems that benefit from the process of upwelling.  
C) the layer of the ocean that receives the least amount of light.  
D) minute plant life that provides food for seabirds and fish.
3. The shifting layers of water in lakes is called:  
A) reverse upwelling.  
B) turnover.  
C) underwelling.  
D) turnshift.
4. What happens to colder water when surface water is moved?  
A) It rises up to replace the surface water.  
B) It sinks because of contact with sunlight.  
C) It becomes uninhabitable due to warmer temperatures.  
D) It expends significant energy to maintain its cooler temperatures.
5. Upwelling improves the quality of life for marine mammals and fish living near surface waters by:  
A) increasing the temperature of the water.  
B) promoting the growth of aquatic plants.  
C) protecting them from high winds and stormy weather.  
D) bringing rich nutrients from deeper waters to the surface.
6. Why do the layers of water in oceans and lakes occasionally need to be mixed?  
A) to increase the productivity of commercial fishermen  
B) to aid fish in locating appropriate habitats  
C) to maintain the quality of the water  
D) to prevent ice from forming
7. What typically initiates turnover?  
A) low water temperatures  
B) low air temperatures  
C) high air temperatures  
D) high water temperatures
8. What is the main idea of this passage?  
A) Upwelling and turnover are side effects of weather patterns that contribute to the economic success of fishermen.  
B) Upwelling and turnover are essential for the health and wellbeing of oceans and lakes.  
C) Upwelling and turnover affect oceans, but not lakes, because of the difference in organisms that live there.  
D) Upwelling, more so than turnover, contributes to the reproductive success of predators in oceans and lakes.
9. This passage leads us to believe that oxygen in lakes and oceans is:  
A) not an essential resource for marine animals.  
B) hardly subject to change for marine animals.  
C) essential for the survival of marine animals.  
D) plentiful in all layers of the ocean.
10. We can predict that turnover would be affected by:  
A) warmer than usual temperatures in autumn.  
B) the amount of marine life present in a body of water.  
C) excessive commercial fishing.  
D) pollution from boating traffic.

## The Treaty of Versailles

---

► In 1914, the heir to the throne of Austria-Hungary was assassinated by a Serbian. Austria-Hungary declared war against Serbia, setting off a chain reaction that led to the start of World War I. Russia came to the aid of Serbia. To help Austria-Hungary, Germany declared war on Russia, which pulled France and Great Britain into the war to fight Germany. After the loss of roughly 10 million lives, the Treaty of Versailles was signed on June 28, 1919.

Two factors influenced the treaty, which was negotiated at the Palace of Versailles in France. First, the war had caused a shocking loss of life and property. Second, although the causes of the war were complex, Germany was seen as the aggressor in the conflict. The writers of the treaty set out to punish Germany, since they were viewed as responsible for the destruction.

Because they were the leaders of the victorious Allied powers, U.S. President Woodrow Wilson and the prime ministers of Great Britain, France, and Italy met to write the treaty. Wilson developed a plan called the Fourteen Points, which was meant to bring lasting peace to Europe. Germany thought it would get a treaty based on Wilson's

ideas when, in 1918, it signed an armistice, that is, a truce that ends a war so peace can be negotiated. What Germany got instead was a treaty that more closely met France's wishes to crush Germany's ability to go to war.

The terms of the Versailles treaty were severe. Germany had to give up land to Belgium, Denmark, Poland, and France. The German military was greatly reduced, with the army limited to 100,000 men. No air force was allowed, and the navy could have only six ships and no submarines. Germany also had to agree to the War Guilt Clause, which made Germany take full blame for starting the war. Germany also had to pay reparations, the cost of damages caused by a war. Most Germans thought the treaty was unfair, and Germany's government and economy suffered after the war.

Although the spark that led to World War I occurred between two other countries, Germany became a major part of this brutal conflict. The Treaty of Versailles sought to punish Germany. The terms of the treaty left Germany with less land, a weak military, and economic problems for years to come.

---

**Comprehension Questions: The Treaty of Versailles**

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

1. Murdering an important person in a surprise attack for political reasons is called:  
A) assassinating.  
B) eliminating.  
C) negotiating.  
D) punishing.
2. The word *heir* refers to a person who is:  
A) in line to become prime minister.  
B) won an election to become president.  
C) in line to become king.  
D) responsible for writing treaties.
3. A truce that ends a war so peace can be negotiated is also known as a/an:  
A) declaration.  
B) armistice.  
C) conflict.  
D) influence.
4. France and Britain were pulled into World War I when:  
A) Russia declared war on Austria-Hungary.  
B) Germany declared war on Russia.  
C) Serbian soldiers invaded Versailles.  
D) a Serbian official was killed.
5. Many European countries were pulled into World War I due to:  
A) conflicts between France and Britain.  
B) attacks on them by other countries.  
C) a common goal to suppress Germany.  
D) existing alliances.
6. The main intention of President Woodrow Wilson's "Fourteen Points" plan was to:  
A) bring lasting peace to Europe after the war.  
B) punish France for its involvement in the war.  
C) negotiate a treaty between Belgium and Denmark.  
D) create an armistice that favored Germany.
7. The number of human fatalities during World War I totaled:  
A) over 30 million.  
B) roughly 10 million.  
C) roughly 10,000.  
D) less than seven million.
8. According to this passage, what effect did the large loss of life during World War I have on the Allies?  
A) It inspired many politicians to strongly oppose future wars.  
B) Their governments and economies collapsed due to a lower population.  
C) It inspired the Allies, in part, to write a severe treaty.  
D) Great Britain politically separated itself from France due to tension.
9. The main idea of this passage is that the Treaty of Versailles united the Allies to:  
A) oppose the political agenda of post-war Germany.  
B) punish and weaken Germany, the main aggressor of the war.  
C) oppose the severe punishments of the Treaty of Versailles.  
D) declare peace in Europe while taking land from Belgium, Denmark, and Poland
10. What can we predict about the attitudes of Germans towards other European countries in the years after World War I?  
A) They likely were favorable after realizing the error of their ways.  
B) They likely grew even closer to their allies in preparation for future wars.  
C) They likely resented the rest of Europe for the price of the Treaty of Versailles.  
D) They likely were mainly angry with Russia for its alliance with Serbia and Austria-Hungary.