



acadience® reading 7–8

Silent Reading

Grade 7 | Progress Monitoring 1

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)



A Few Crumbs

► A solitary oatmeal blueberry muffin remained. Samuel had eaten two muffins, and his grandson, Justin, who loved blueberry muffins, had consumed three. Samuel wrapped the last muffin in aluminum foil to save for his granddaughter to enjoy. When Samuel entered the kitchen later, he discovered the aluminum foil on the counter surrounded by several stray crumbs. Justin was sitting on the front porch, trying not to look guilty as he licked crumbs from the corner of his mouth.

Samuel smiled, recalling a time when he had been in a similar position, and sat beside Justin on the top step and asked Justin if he could share a story with him. Justin grinned, knowing how much he loved Samuel's stories.

Samuel told Justin about a time when Justin's great-grandmother had made cookies for a student council bake sale. Each family who volunteered was required to bake 10 platters of a dozen cookies each. If all the cookies were sold, the student council would have just enough money to purchase a new school banner for the parade.

Samuel's mother toiled most of one Sunday afternoon preparing batch after batch of cookies. Samuel was responsible for arranging the cookies on the platters and covering the cookies with clear

plastic wrap. Samuel loved his job because as he packaged the cookies, he could munch to his heart's delight.

When the last batch of cookies slid into the oven, Samuel's mother sighed in relief, knowing that batch would just round out the 10th platter. The next day as they loaded the cookies into the station wagon, Samuel couldn't resist and impulsively gobbled up a couple more scrumptious cookies. He snatched one from each of two platters, hoping no one would notice. But, of course, his mother caught him as the last crumb disappeared. Out of time, the student council sale was shorted a platter. Samuel explained to Justin that he still cringed thinking of his mother's disappointment and his inability to rectify the situation.

After listening to Samuel's story, Justin sat motionless with his eyes downcast and his mind churning. Justin realized that he had shorted his sister just the way Samuel had shorted the student council fundraiser. Then he looked up at Samuel and asked permission to bake oatmeal blueberry muffins for his sister. Samuel smiled, congratulating Justin for figuring out a way to make things right.

Comprehension Questions: A Few Crumbs

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

1. To eat something is to:
 - A) subsume.
 - B) discover.
 - C) consume.
 - D) churn.
2. The word *solitary* refers to:
 - A) similar to something else.
 - B) a game.
 - C) only one.
 - D) incomparable.
3. The word *toil* refers to:
 - A) sitting motionless.
 - B) working without pressure.
 - C) resisting something.
 - D) working extremely hard.
4. What did Justin do?
 - A) He helped arrange the cookies for the bake sale.
 - B) He ate all of the muffins, leaving none.
 - C) He ate a whole platter of cookies that were for a bake sale.
 - D) He ate the muffin that was for his sister.
5. Samuel's mother was displeased because the council:
 - A) didn't sell enough muffins to meet their goal.
 - B) met their goal, but Samuel ate too many cookies.
 - C) bought a new school banner for the parade.
 - D) didn't meet their goal due to his actions.
6. While Samuel and Justin talked, they sat:
 - A) on the front porch.
 - B) at the kitchen table.
 - C) on a lawn glider.
 - D) in the station wagon.
7. In what way were Justin's and Samuel's situations similar?
 - A) They acted selfishly.
 - B) They disappointed their grandfather.
 - C) They disappointed their mothers.
 - D) They hurt someone's feelings.
8. In the context of this passage, the word *rectify* refers to:
 - A) apologizing for a mistake.
 - B) making replacement cookies.
 - C) giving money to a program.
 - D) ruining a school fundraiser.
9. We can predict from this passage that, in the future:
 - A) Justin won't think about how his actions affect others.
 - B) Justin will think about how his actions affect others.
 - C) Samuel will tell Justin's mother about what he did.
 - D) Justin and his sister will get in a fight over the muffin.
10. What was Samuel's point of view after he told the story?
 - A) He figured out he had shorted his sister.
 - B) He was proud of Justin for his idea.
 - C) He was ashamed and confused.
 - D) He was still angry with Justin.

Germ Warfare

► The human body is under constant attack, not by other people, but by things the eye cannot see. Microscopic germs including viruses, bacteria, fungi, and parasites can infect, or invade, cells in the body to cause illness. Fortunately, the body has many ways of protecting itself from these invaders. The first line of defense is to simply prevent germs from entering the body. Germs may attack body cells through the skin and through the air we breathe; and they may be in our food and drink. The skin, the body's largest organ, provides a physical barrier against germs. As a person breathes, foreign invaders are trapped by fine hairs and mucus in the nose, throat, and lungs. When a person sneezes or coughs, the invaders are expelled from the body. As a person eats, saliva, mucus, enzymes, and stomach acid in the digestive track attack foreign invaders before they can affect our cells.

When germs manage to get past the first line of defense, a powerful internal army known as the immune system is ready to attack. The immune system consists of many kinds of white blood cells and a network of vessels and organs that protect the body. This system transports the germ-fighting

white blood cells in a special fluid called lymph throughout a large system of vessels and tissues.

When a microscopic germ such as the common cold virus enters the body, a white blood cell called a phagocyte attacks it. The phagocyte may also produce a chemical marker, much like a flag, called an antigen. This antigen "flag" is a call for help from other white blood cells. Different white blood cells called T cells come to the rescue. They divide rapidly and release chemicals that call for reinforcement from germ-fighting white blood cells called B cells. These B cells produce proteins called antibodies that mark the virus for special killer white blood cells.

Some B cells do not make antibodies. Instead, they remain on the look out for the virus. If the virus makes another attack, these patrolling B cells will remember the virus and call for reinforcements. The immune system is then able to fight off a second attack quite easily. When this happens, the person has developed immunity to the virus and will not get sick from it again. A strong immune system is important to keep us safe from microscopic germ invaders.

Comprehension Questions: Germ Warfare

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

1. Organisms that are too small to be seen with the human eye are called:
 - A) protected.
 - B) parasitic.
 - C) microscopic.
 - D) enzymatic.
2. The term *immune system* refers to a system of:
 - A) white blood cells and a network of vessels and organs that protect the body.
 - B) white blood cells and a network of viruses and vessels that protect an organism.
 - C) physical barriers that prevent germs from attacking a human body.
 - D) white blood cells within the throat and lungs.
3. The word *phagocyte* refers to a specialized white blood cell that:
 - A) remembers the germs and patrols the human body looking for more.
 - B) produces proteins called antibodies that mark germs for killer white blood cells.
 - C) attacks germs and marks them with antigens for more advanced fighting.
 - D) divides rapidly and releases chemicals that call for reinforcement from B cells.
4. The second line of defense against germs is the:
 - A) reinforcement system.
 - B) immune system.
 - C) digestive immunity.
 - D) B cell patrol system.
5. How does the digestive system protect the body from germs?
 - A) Stomach acid contains killer white blood cells that kill germs.
 - B) Fine hairs and mucus traps germs in the lungs and nose.
 - C) The saliva provides a physical barrier against germs.
 - D) Enzymes and stomach acid kill germs before they harm cells.
6. Why is it hard for a person to know when they have made contact with a harmful virus?
 - A) The first lines of defense are easy to penetrate, so it is not difficult to know.
 - B) Phagocytes generally kill all invading germs before killer white blood cells arrive.
 - C) B cells and T cells are highly effective as the first defense of the immune system.
 - D) Few harmful germs make it through the body's first lines of defense.
7. Germs include:
 - A) viruses, bacteria, and mucus.
 - B) viruses, bacteria, and fungi.
 - C) only mucus and fungi.
 - D) only bacteria and viruses.
8. According to the passage, an *antigen* acts like:
 - A) armor to protect white blood cells.
 - B) a flag that warns white blood cells about killer cells.
 - C) armor to keep white blood cells from attacking germs.
 - D) a flag that brings T cells to the rescue.
9. Another good title for this passage would be:
 - A) The Immune System: Lines of Defense
 - B) Germs All around Us
 - C) The First Lines of Defense against Germs
 - D) The Immune System: White Blood Cells
10. We can predict from this passage that a weakness in the skin barrier would:
 - A) decrease chances of infection.
 - B) increase chances of infection.
 - C) be countered by a strong first line of defense.
 - D) increase levels of lymph in the blood.

End of an Empire

► In 1532, a group of about two hundred conquistadors led by Francisco Pizarro had been traveling through South America for two years in search of gold and other treasures. Spanish conquistadors were explorers and conquerors. By November, the men had reached the highlands of what we know as Peru. They were the first Europeans to set foot in the heart of the Inca Empire.

The Inca people had their origins about one thousand years ago and built a large empire by defeating neighboring tribes. By the early 16th century, the Inca Empire stretched for 2,500 miles along the west coast of South America.

At their height, the Incas had a population of 12 million people from more than 80 ethnic groups, or distinct tribes. A powerful and advanced civilization, they developed a network of mountain roads that extended for 10,000 miles. They also developed high-altitude farming, a system for storing food, and a way to control inventory using colored and knotted cords.

When the Spaniards first appeared, the Incas had never seen horses or White men. They were not sure what to make of these strange men and their animals. They sent a messenger to their

emperor, Atahualpa, who asked the strangers to join him at a camp near Cajamarca, a town in northern Peru.

Pizarro's men went to Cajamarca to meet the Inca leader. As they came near the town, they saw an army of tens of thousands of Incas. The Spaniards were frightened and did not go farther. They made camp that night, and Pizarro sent one of his men to meet with Atahualpa. The meeting did not go well, but Atahualpa said that he would meet with Pizarro the next day.

That next morning, Atahualpa and several thousand Inca warriors came to Cajamarca. Soon after this, the Spaniards launched a surprise attack against the Incas. They rode their large horses among the Incas, firing guns and using swords and other weapons the Incas had never seen before. The poorly armed Incas were helpless in the face of the attack.

Within a few hours, the Spaniards had killed 7,000 Incas and had captured their emperor, whom they later killed. The one-day massacre marked the beginning of the end of the mighty Inca Empire. In just a few decades following this defeat, Spain would gain control of most of South America.

Comprehension Questions: End of an Empire

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

1. A ruler of great power and rank is called a/an:
 - A) Cajamarca.
 - B) civilization.
 - C) inventory.
 - D) emperor.
2. The word *Cajamarca* refers to:
 - A) the largest tribe in Peru.
 - B) the leader of the Incas.
 - C) a region of South America.
 - D) a town in northern Peru.
3. Spanish explorers and conquerors were also known as:
 - A) conquistadors.
 - B) Incas.
 - C) Pizarro's men.
 - D) strong fighters.
4. How did the novelty of the European explorers help them defeat the Incas?
 - A) The Incas were used to fighting with guns.
 - B) The Incas were caught off-guard by their appearance and equipment.
 - C) The Incas had never seen horses and were extremely frightened of them.
 - D) They were unable to communicate because of language differences.
5. The Incas built their empire by:
 - A) having an advanced society.
 - B) stretching for 2,500 miles.
 - C) defeating neighboring tribes.
 - D) building a network of roads.
6. Compared to the Spaniards, the Inca fighters had:
 - A) a slightly smaller army.
 - B) weaker military might.
 - C) much larger weapons.
 - D) tactical terrain advantage.
7. When Pizarro's men first came to the Inca camp for a meeting, they saw a/an:
 - A) impressive network of mountain roads.
 - B) large number of farms and grain storages.
 - C) army of tens of thousands of Incas.
 - D) Inca leader by the name of Atahualpa.
8. According to this passage, the word *origin* refers to the:
 - A) reason for the battle between Incas and Spaniards.
 - B) ethnic groups of the Spanish Empire.
 - C) founding of the Inca Empire.
 - D) tribes of the Inca Empire.
9. This passage leads us to conclude that:
 - A) technological advances are more important than the size of an army.
 - B) the size of an army is the most critical in determining who is able to win a battle.
 - C) Spaniards were better at fighting than the Incas.
 - D) Pizarro was successful in finding gold for Spain.
10. Based on this passage, we can predict that after the massacre, Spain was:
 - A) pleased with Pizarro's actions.
 - B) displeased with communication between armies.
 - C) pleased with the arrival of Atahualpa.
 - D) concerned over the death of 7,000 Incas.