



acadience® reading 7–8

Silent Reading

Grade 7 | Progress Monitoring 4

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

Different Strokes

► After almost an hour on the river, Michelle had started to relax. She figured out how to match paddle strokes with others, so their raft glided smoothly through the gently flowing water. Although Michelle's mother hadn't paddled a boat in 15 years, she said it was like riding a bicycle: you never forgot how to pedal or paddle. Michelle had never ridden on a boat during her 12 years of life. She wasn't afraid of water; the opportunity had just never come up before. But, now that the local recreation center was offering rafting lessons, her mother decided it was time for Michelle to learn basic rafting. That's why she was sitting in one of two rubber rafts on the river, feeling like a sausage because of the life jacket belted and buckled around her body.

Riffling over stones, the river began to flow faster, and the raft picked up speed. Michelle quickly lost the rhythm of the paddling. The raft shot off a half-submerged boulder and flew through the air, landing downstream with a rugged bounce. Michelle dropped her paddle and grabbed the raft. Then the river slowed again; they drifted into an eddy and swirled around in lazy circles.

As they floated around and around, Michelle

became aware of a continuous roar of water; she spotted the foaming water that signaled a strong rapid downstream. The guides were studying it, too, and taking stock of their passengers. Finally, one guide explained that the rapid was flowing faster than usual because of heavy spring rains. It could still be run safely, but there was always the chance that they might flip over. They could risk flipping, or they had the option of walking along the shore while they pulled the raft on ropes through the water.

As Michelle's mother surveyed the rapids, excitement flashed across her face. About half the passengers seemed to share her feelings, while the others mirrored Michelle's own doubts. Michelle asked whether a compromise was possible: those who wanted to attempt the rapids could; the others could portage one raft around the rapids. The guides agreed.

Watching from the banks of the river, Michelle felt a surge of pride and relief when the raft emerged safely and she saw her mother's arms raised in triumph. Different strokes for different folks, Michelle thought.

Comprehension Questions: Different Strokes

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

1. To move with a smooth, continuous motion is to:
 - A) glide.
 - B) ride.
 - C) flip.
 - D) relax.
2. According to the passage, the word *surge* refers to a:
 - A) powerful rush of water.
 - B) powerful rush of emotion.
 - C) sudden increase of speed.
 - D) sudden increase of rapids.
3. The word *eddy* refers to a:
 - A) strong set of rapids on a river.
 - B) circular movement of water.
 - C) dangerous group of rocks.
 - D) brand of river raft.
4. According to Michelle's mother, how is bike riding similar to rafting?
 - A) After you learn how to paddle, the body quickly forgets how the oars work.
 - B) Both are challenging, but paddling a raft is much easier.
 - C) The body remembers the repetitive motion of both activities.
 - D) Learning how to balance is the most important part.
5. Who offered rafting lessons?
 - A) a school recreation program
 - B) the local rafting company
 - C) her mother who is a rafting pro
 - D) the local recreation center
6. Michelle might have been feeling uncomfortable because she:
 - A) was very frightened of water.
 - B) wasn't a strong swimmer.
 - C) had never ridden in a raft.
 - D) wasn't wearing a life jacket.
7. What led Michelle to believe a strong rapid was downstream?
 - A) The guides warned everyone and had them prepare to walk on the shore.
 - B) She heard a roar of water and saw a sign posted about the rapid.
 - C) She heard a roar of water and saw the foaming river.
 - D) The raft hit a boulder and flew through the air.
8. According to this passage, what is the effect of strong rapids?
 - A) They can become too strong to navigate.
 - B) They can cause damage to rafts.
 - C) They create bigger eddies in the river.
 - D) They can cause a raft to flip over.
9. What is the main idea of the passage?
 - A) Although Michelle and her mother have different levels of comfort in the water, they enjoyed their trip together.
 - B) Heavy spring rains can make rapids dangerous and result in conditions too dangerous for rafting.
 - C) Taking rafting lessons with a family member can be an opportunity to bond and work on getting along better.
 - D) Michelle discovers that working as a river rafting guide is a challenging and exciting job.
10. What were the mother's feelings when the guides announced the rapids were risky?
 - A) She thought the rapids looked too risky.
 - B) She was nervous about flipping over.
 - C) She was excited for the challenge.
 - D) She thought Michelle should go with her.

Black Holes

► Some of the most mysterious objects in space are called black holes, regions where gravity is so great that almost nothing can escape no matter how fast it is moving. Black holes are created as the life of a massive star comes to an exploding, fiery end and the core of the star collapses into itself. This enormous explosion is called a supernova.

During the normal life of a star, gravity and pressure balance each other within the center of the star. Gravity pulls the material of the star inward, while energy created by nuclear processes in the star's core pushes that material outward. After millions of years, when the nuclear fuel in the core is depleted, the star's life is over. In the case of a massive, gigantic star, a supernova explosion can occur. This explosion sends the outer layers of the star bursting forth, creating a light so bright it can outshine the light of an entire galaxy. Because the star is out of nuclear fuel, the energy in a star's core is diminished, and no pressure remains to exert force pushing out. At that point, there is no force strong enough inside

the star to battle gravity. Gravity then compresses the star, causing the core to collapse inward under its own weight, creating a black hole.

A black hole has zero volume but infinite density, or a density that is without limit or end. This condition of zero volume and infinite density is known as a singularity. Around this singularity, there is a region called an event horizon. If something is inside this event horizon, it cannot escape; even light itself is not fast enough to escape the black hole's strong gravitational pull. The lack of light coming from the black hole makes it invisible.

There is no need to worry about our sun experiencing a supernova and becoming a black hole. Only exceptionally large stars can become black holes. Our sun would need to be ten to fifteen times larger than it is. Billions of years from now, at the end of our sun's life, the core will run out of energy. The sun will become very hot and then begin to cool down, dying quietly. Only a few stars end up as mysterious black holes.

Comprehension Questions: Black Holes

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

1. A region where gravity is so great that no light can escape is called a:
A) black hole.
B) massive star.
C) supernova.
D) super-galaxy.
2. The word *depleted* refers to something that is:
A) gravitational.
B) dense.
C) collapsing.
D) used up.
3. The word *singularity* refers to a condition of:
A) singular volume and zero density.
B) zero volume and infinite density.
C) infinite volume and zero density.
D) zero volume and singular density.
4. Black holes are created when a:
A) nuclear process occurs within a supernova's event horizon.
B) supernova has zero volume and singular density.
C) massive star explodes and the core collapses onto itself.
D) supernova's force of gravity becomes too strong.
5. How are gravity and nuclear reactions good partners in the life of a star?
A) Nuclear reactions lead to supernova explosions that gravity condenses.
B) Nuclear reactions pull the star material inward while gravity pushes outwards.
C) Nuclear reactions push outwards while gravity pulls the star material inward.
D) Nuclear reactions overpower the force of gravity to allow the star to grow.
6. Why shouldn't we worry about our sun exploding?
A) Our sun is too small to become a supernova.
B) Our sun won't explode for billions of years.
C) The sun is too far away from Earth to be affected by an explosion.
D) We should actually worry about our sun exploding.
7. A star's life comes to an end when:
A) nuclear fuel is no longer available.
B) nuclear pressure grows too great.
C) gravity compresses the nuclear fuel.
D) supernovas collide with each other.
8. According to this passage, when a star's fuel runs out, what is the effect of the star's size?
A) Any size star may create a supernova.
B) A large star always creates a supernova, small stars might.
C) A large star doesn't create a supernova, neither will a small star.
D) A large star may create a supernova, a small star will not.
9. We can predict from the passage that if a planet came near a black hole:
A) the black hole's effect would cause the planet to create a supernova.
B) the black hole's effect would be determined by the planet's size.
C) the black hole would be invisible and undetected by the planet.
D) the black hole would suck the planet inside.
10. From the point of view of science, as written in this passage, the study of black holes is important because the knowledge:
A) helps us prepare for the eventual demise and supernova of our sun.
B) helps us understand the effect that black holes will eventually have on Earth.
C) provides insight into future space navigation and exploration.
D) provides us with the exact locations of all black holes.

The Shape of Reality

► In the early 1900s in Paris, a new style of art appeared. This new style, called Cubism, marked a huge change from the traditional idea that art should show nature in lifelike ways. Instead, the Cubists broke down subjects into basic forms. By fragmenting, or breaking apart, their subjects, the Cubists hoped to show a new reality. They hoped their art would invite people to look at the world in new ways.

This avant-garde, or new and very modern, style marked the start of what we call modern art. The Cubists broke away from the views and styles of traditional, Western art. They drew ideas from the art of so-called primitive cultures, especially those of Africa. Cubism is abstract, which means the artists do not show subjects in realistic ways. Cubist painters Pablo Picasso and Georges Braque were inspired by the words of another great artist, Paul Cézanne. Cézanne said, “Everything in nature takes its form from the sphere, the cone, and the cylinder.” Picasso and Braque used that idea in their work. They painted their subjects, things like human figures, bottles, and musical instruments, as groups of geometric shapes, especially cubes.

The first period of Cubism, from about 1908

to 1912, is called Analytical Cubism because the artists analyzed, or broke down, their subjects. Paintings showed different views of an object, as if several photos taken from different angles had been cut into pieces and rearranged. Often the shapes were painted in shades of the same color, especially browns, greens, and grays. Instead of taking up space the way real objects do, the objects in these paintings either seemed flat or appeared to come forward off the canvas. After 1912, Cubism moved to another phase called Synthetic Cubism in which artists synthesized, or put together, forms in their pictures. Brighter colors were used, and different materials were often layered together. Smooth and rough surfaces were combined in an attempt to make people question what was real.

At first, the public found this kind of art too radical, or extreme. Even the name “Cubism” came from a critic who did not like the style and described one painting as nothing more than a bunch of cubes. The name stuck, though, and the influence on art lasted. The movement reached its height in about 1914, but its styles and ideas changed art forever.

Comprehension Questions: The Shape of Reality

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

1. A style that is new and experimental can be called:
A) traditional.
B) controversial.
C) avant-garde.
D) baroque.
2. Some Cubists *synthesized* forms in their pictures. This meant they:
A) put them together.
B) took them apart.
C) represented each of them individually.
D) refused to paint them.
3. To break something down into its essential features means to:
A) construct it.
B) resolve it.
C) analyze it.
D) inaugurate it.
4. When did the style of Cubism come about?
A) the early 1900s
B) the late 1850s
C) the mid 1700s
D) post World War II
5. How was Cubism different from traditional art?
A) Instead of depicting lifelike art, Cubists broke down subjects into basic forms.
B) Cubism drew ideas from the art of modern day cultures instead of long ago cultures.
C) The Cubists were influenced by jazz musicians instead of traditional painters.
D) Cubism is more lifelike and less abstract than traditional art styles.
6. Where did Cubism get its name?
A) The shape of the cube is the dominant form in Cubist paintings.
B) Cubist painters use geometric shapes like cubes to depict forms.
C) Cubist painters decided to name their art form Cubism.
D) A critic who described it as nothing more than a bunch of cubes.
7. Who was one of the famous Cubist artists?
A) Claude Monet
B) Vincent van Gogh
C) Pablo Picasso
D) Michelangelo
8. The style of art known as *Cubism* is characterized by:
A) traditional and lifelike representation of forms.
B) representing forms as geometric shapes.
C) cutting photographs into cubes and pasting them together.
D) three dimensional drawings of human figures.
9. According to the passage, how did the Cubists hope to show a new reality?
A) by working within a traditional framework and contemporary mediums
B) by fragmenting, or breaking apart, their subjects
C) by superimposing geometric shapes over lifelike forms
D) by mixing different approaches to visual art
10. What was Cézanne's view about how things could be regarded in nature?
A) Beauty is in the eye of the beholder.
B) Everything can be broken down into spheres, cones, and cylinders.
C) Art depicts nature as realistically as possible, like a photograph.
D) Colors could be blended to make people question what was real.