



acadience® reading 7–8

Silent Reading

Grade 7 | Progress Monitoring 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)



## Farewell to Ireland

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► It was a chilly, drizzly day in 1849 when the McDuffy family packed up their few belongings and left their tiny village in the north of Ireland. Margaret, the youngest, wept silently as she trudged with her family down the road that led to the port where they would board the ship to America. Her older brother, Aidan, couldn't wait to get away from Ireland and the effects of the potato famine.

Between 1847 and 1852, Ireland experienced a blight in which the country's main food source, potatoes, became diseased. By 1852, when the potato famine ended, roughly one million people had died from hunger and disease. For the McDuffys, the idea of abandoning Ireland before 1847 would have been unthinkable. Life on their potato farm was no bed of roses, certainly, but there had been plenty of food for everyone and they were happy enough. And when their spades turned up the first few blackened, inedible potatoes, they weren't too concerned. After all, every harvest included a few bad ones, and they blindly assumed the next would be fine.

How wrong they had been. The blight

worsened, and soon nearly every potato they turned up was diseased. They couldn't turn to their neighbors for help, either, since everyone was in the same boat. Indeed, it wasn't long before the potato blight had spread its poisonous fingers into every corner of the country. As the stockpiles of the crop continued to disappear, food became scarce and people began to starve. The McDuffy family knew that unless they could escape this diseased land, the same fate might await them.

Aidan shuddered as he reflected upon what the family had been through the past two years. He also felt uneasy as he thought about the journey to America. The ship would be uncomfortable and crowded with other people in the same circumstances. Since everyone was already weakened by lack of food, diseases could spread just as rapidly among the passengers of the ship as they had on land among Ireland's population. There was no guarantee that the McDuffy family would even survive the journey. But if they stayed in Ireland, their chances would be even worse. They had to risk everything and hope for the best as they began a new life in America.

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**Comprehension Questions: Farewell to Ireland**

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

1. A plant disease, especially one caused by fungi is a:
  - A) harvest.
  - B) port.
  - C) blight.
  - D) spade.
2. To be unfit to be eaten is called:
  - A) diseased.
  - B) abandoned.
  - C) poisonous.
  - D) inedible.
3. The word *famine* refers to:
  - A) a large accumulated stock of food.
  - B) a feeling of anxiety or discomfort.
  - C) an extreme scarcity of food.
  - D) dying from hunger and disease.
4. Where did the McDuffy family move to?
  - A) Northern Europe
  - B) Ireland
  - C) New York City
  - D) The United States
5. In what way did Ireland contribute to the effects of the famine?
  - A) by depending heavily on one crop
  - B) by removing their potatoes from the market
  - C) by starting the potato famine
  - D) by investing in faulty farming equipment
6. How many people died from hunger and disease between 1847 and 1852?
  - A) one million
  - B) ten million
  - C) one hundred thousand
  - D) well over one million
7. When the farmers found the first black potato, they thought everything would be fine because:
  - A) they had plenty of chemicals to kill the fungus.
  - B) every harvest included a few bad potatoes.
  - C) they had overplanted that year and could still have a good crop.
  - D) although discolored, they were fine to eat.
8. According to this passage, the word *fingers* refers to the:
  - A) fingers on the hands of the farmers.
  - B) blight that passed between fields.
  - C) fungus that spread into children's fingers.
  - D) hunger that made its way through the Irish population.
9. According to this passage, what is the effect of a population relying mainly on one staple?
  - A) It creates an opportunity for new generations to become farmers.
  - B) It creates a stable population and economy.
  - C) It can create an opportunity for widespread disaster.
  - D) It creates an opportunity for a mass exodus of emigrants.
10. What was the McDuffy family's point of view in 1849?
  - A) They had a better chance of surviving anywhere other than Ireland.
  - B) The first blackened potatoes were a sign of great blight.
  - C) They could return to Ireland after the famine was over.
  - D) They wouldn't dare risk leaving Ireland after the blight ended.

## The Law of Inertia

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► More than three centuries ago, scientist Isaac Newton formulated the Law of Inertia. Inertia is the tendency of moving objects to remain in motion or resting objects to remain at rest. Thus, the motion of an object only changes when an outside force is applied. The external force can be a push or pull, or anything that alters the object's speed. Newton's study of the motion of objects found that all objects resist change, whether in motion or at rest. Therefore, a soccer ball lying in a field will not move until a vigorous kick propels it into motion and it becomes a moving object.

Prior to Newton's Law of Inertia, scientists assumed that objects in motion eventually stopped, and that no external force was required. In fact, they asserted that a force was necessary to keep such an object moving. Newton's Law of Inertia stated that an object moving in a straight line and at a constant velocity would keep moving indefinitely without an opposing force. Velocity is a quantity that represents the speed of a moving object.

In other words, a kicked soccer ball will continue rolling at the same velocity until an

outside force like gravity or friction interferes with its motion. Friction is the force between surfaces that resists the motion of one surface passing over another surface. When moving objects appear to slow or stop on their own, friction is probably the reason. Gravity is the external force that pulls objects toward the center of the earth.

Newton also saw that objects with greater mass resist change more than solid objects of lesser mass. This explains why it is easier, and less painful, to kick a soccer ball than a bowling ball across a surface. Suppose, though, that you manage to propel both balls into motion with equal velocity. According to Newton's Law of Inertia, if no external force stops their motion, the balls will continue rolling forever.

You can observe inertia the next time you are in a car. When the car slows suddenly or stops, your body continues to move forward at the same speed as before the brakes were applied. If your seat belt and shoulder harness do not perform as designed, you will keep going forward. This is the Law of Inertia in action.

**Comprehension Questions: The Law of Inertia**

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

1. The speed of a moving object is called:
  - A) inertia.
  - B) velocity.
  - C) motion.
  - D) quantity.
2. The best definition of the word *inertia* is the:
  - A) tendency of a moving object to slow down and eventually stop.
  - B) tendency of a moving object to remain in motion.
  - C) tendency of objects such as bowling balls to roll.
  - D) tendency of two objects to move at the same rate.
3. The resistance of motion between two surfaces passing over one another is called:
  - A) force.
  - B) friction.
  - C) performance.
  - D) speed.
4. Who formulated the Law of Inertia?
  - A) Isaac Newton
  - B) Albert Einstein
  - C) Caroline Herschel
  - D) Marie Curie
5. An example of an external force is a:
  - A) push.
  - B) fall.
  - C) bowling ball.
  - D) scream.
6. How did the Law of Inertia differ from traditional thinking regarding objects in motion?
  - A) The Law of Inertia showed that moving objects move at the same velocity instead of different velocities.
  - B) The Law of Inertia showed that all objects are affected by the same friction instead of different rates of friction.
  - C) The Law of Inertia showed that objects would stay in motion rather than eventually slow down.
  - D) The Law of inertia showed that faster objects in motion slow down faster than slower objects slow down.
7. Which type of objects most resist change?
  - A) objects with greater speed
  - B) objects with less mass
  - C) objects with greater mass
  - D) objects with less speed
8. In the context of the passage, *vigorous* is best defined as:
  - A) soft.
  - B) hard.
  - C) high.
  - D) low.
9. According to the Law of Inertia, what would be the effect of rolling a ball without the effect of friction?
  - A) The effect would depend on the mass of the ball.
  - B) It would be unable to roll.
  - C) It would roll briefly, then slowly stop.
  - D) It would roll forever without stopping.
10. According to the Law of Inertia, we can predict that an unmoving object will:
  - A) continue to move despite the appearance of immobility.
  - B) move when acted on by friction or gravity.
  - C) eventually lose the ability to move.
  - D) never move unless acted on by an external force.

## The Breaking Point

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► In 1775, the American colonies went to war against England, the country that governed them. This war, known as the American Revolution, would lead to the birth of a new nation that would become the United States of America. There were many reasons for the revolution, but most experts agree on a few key causes.

One of the main causes of the war was “taxation without representation.” Some years before, England had become burdened with war debt and was now trying to pay it off by passing laws that imposed taxes, or extra fees, on the colonists. The colonists felt that these tax laws were unjust. They argued that they should be able to send their own representatives to Parliament, England’s lawmaking body, or at least be able to vote in the elections. England refused to grant either of these demands.

A second reason for the war was England’s use of the colonies for its own profit. For 150 years, the colonies were required to make goods that could not be made in England, and to trade those goods only with England. Also, the colonies were not allowed to make any goods that

England could produce. In the early years, when the population was small and relied heavily on England, this plan made sense. However, by the late 1700s, the colonies were self-sufficient. This relationship with England kept them from starting new industries, trading with other countries, and growing their own wealth. The colonists felt that they had earned the right to make their own decisions and they wanted to be free to govern themselves. For generations, colonists had built their own homes, developed customs, and lived by their own beliefs. The colonies had highly educated leaders, like Benjamin Franklin and Thomas Jefferson. These leaders believed that a government works only if the people agree to be ruled. They believed that a smaller government closer to home would make better laws, and that individuals should be free to make their own decisions.

For these and other reasons, the colonies declared independence from England. After six years of war, they became an independent nation that was dedicated to government of the people, by the people, and for the people.

**Comprehension Questions: The Breaking Point**

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

1. A group of people who settled in different parts of the world but are still ruled by the government where they came from is called a:
  - A) state.
  - B) colony.
  - C) country.
  - D) nation.
2. According to the passage, a *revolution* is a:
  - A) war that seeks to modify the way laws are made.
  - B) protest that seeks to gain more freedom for people.
  - C) protest that supports the current government in power.
  - D) war that seeks to modify the current government.
3. Providing for ones' needs without the help of others is the ability to be:
  - A) self-independent.
  - B) self-dependent.
  - C) self-sufficient.
  - D) self-governed.
4. The passage tells us that Benjamin Franklin and Thomas Jefferson:
  - A) were well-educated leaders.
  - B) were industrial systems inventors.
  - C) helped write the Constitution.
  - D) were famous writers of the time.
5. Under English policy, with what countries did the colonies trade?
  - A) mainly with Northern Europe, including England
  - B) only with England
  - C) mostly countries in Asia
  - D) any countries that England approved
6. What were the effects of England's trade regulations?
  - A) The regulations kept the colonies from starting new industries.
  - B) The regulations encouraged the colonies to create their own wealth.
  - C) The regulations allowed separate states to self-govern.
  - D) The regulations allowed Thomas Jefferson to become a trade ambassador.
7. After six years of war:
  - A) the colonies became states.
  - B) an independent nation was born.
  - C) a constitution was written.
  - D) the United States had much war debt.
8. According to the passage, *growing their own wealth* means:
  - A) planting and raising cash crops.
  - B) independently building wealth.
  - C) learning how to grow a democracy.
  - D) adding a wealth of territories and states.
9. What was one effect of the growing population in the colonies?
  - A) The leaders of the colony had to make decisions about who could come live in what colony.
  - B) The colonies didn't learn how to grow enough food to feed everyone.
  - C) The leaders of the colony worked to govern the growing populations.
  - D) The colonies learned to take care of themselves.
10. The point of view of England was that:
  - A) young men from the colonies needed to serve in the English armed forces.
  - B) the colonies needed to pay their own war debt.
  - C) it had the right to decide how the colonists were ruled.
  - D) it had the right to regulate new businesses in the colonies.