



acadience® reading 7–8

Silent Reading

Grade 7 | Progress Monitoring 5

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)



## Be the Change

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▶ Staring into the mirror, Jack rehearsed his International Day of Peace speech. He had been asked by Principal McMillan to give the speech at the student assembly on Friday. His speech included information about when and how the United Nations established the day, how various countries and cultures celebrated the day, and what Wilcock Middle School would do in celebration this year.

Jack was in the middle of his speech when his younger sister, Amelia, barged into the room, riffled through his stuff and located her dictionary. “You’re welcome,” Amelia sneered sarcastically. Jack grunted and scowled, losing his place in the speech.

Jack felt anger rise in him as if he were a thermometer on a broiling hot day. He wanted to rush after Amelia to provoke an argument. He stopped himself, realizing that if he had honored his promise to return the dictionary after he had finished with it, she wouldn’t be so hostile. Amelia could have been more diplomatic, it’s true, but he didn’t have to engage. Peace begins at home, Jack reminded himself as he scanned back over his speech. That was the emphasis of his speech

anyway.

Jack read through the entire speech again. Not only did it include the history of International Day of Peace and how various countries celebrated, it also included a challenge to the students. Jack, at one time or another, had witnessed war at most of his friends’ homes: wars between children and parents, between siblings, and even between parents. The anger could be exhausting, and he just didn’t understand why everyone couldn’t try to be nicer. So when Principal McMillan encouraged him to make the day relevant to students, he decided to challenge students to be the change they wanted in their own life.

Jack knocked at his sister’s door and she grunted that he could enter. He sucked in his pride and apologized for not returning the dictionary and then asked if she would listen to his speech and let him know what she thought.

Amelia hugged Jack as he finished his speech, whispering that she would try harder as well and thanked him. Jack was still nervous about standing up in front of everyone, but he hoped it would go as well as it just had in practice.

# 1 Acadience Reading

Grade 7/Passage 1

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## Comprehension Questions: Be the Change

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

- The art of dealing with people in a sensitive and effective way refers to:
  - democracy.
  - diplomacy.
  - discretion.
  - condescension.
- When someone is *hostile*, they are:
  - unfriendly.
  - shy.
  - impolite.
  - welcoming.
- When Principle McMillan encouraged Jack to make his speech *relevant* to the students, he meant:
  - Jack should talk about import events happening around the world.
  - Jack should talk about things that the student's are interested in, like music and video games.
  - Jack should talk about how peace is important in the students' daily lives.
  - Jack should talk about his own efforts to create peace.
- What kind of speech was Jack rehearsing?
  - his International Day of Peace speech
  - his graduation speech from the international diplomacy program
  - his speech for the annual international talent show
  - his class presentation on international diplomacy
- Why did Amelia interrupt Jack while he was rehearsing?
  - She wanted to help him with his speech.
  - She was looking for her dictionary.
  - She wanted to borrow his dictionary.
  - She was upset about an argument she had with her best friend.
- Who asked Jack to give the speech?
  - his homeroom teacher
  - the chairman of the festival committee
  - the principal of his school
  - his guidance counselor
- How did Jack take his own advice and begin peace at home?
  - He practiced the speech with his parents.
  - He helped resolve many arguments at home.
  - He didn't argue with his mother any more.
  - He apologized to his sister.
- What caused Jack to lose his place in his speech while he was practicing?
  - His mother called him for dinner.
  - He was nervous about speaking in front of people.
  - His sister came in his room.
  - The noise from the Peace Day celebration caused his mind to wander.
- What did it mean when Jack felt anger rise in him *as if he were a thermometer on a broiling hot day*?
  - He felt calm, cool, and collected.
  - He looked at the thermometer and it was hot outside.
  - He was already sweating and his anger made him sweat more.
  - He felt himself getting angry really quickly.
- We can predict from the passage that, in the future, Jack will:
  - be more prepared when giving speeches.
  - never volunteer to give a speech in front of people.
  - challenge his fellow students to be peaceful.
  - try harder to not argue with his sister.

## Measuring Hurricanes

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► In the warm waters of the Atlantic Ocean, the Caribbean Sea, and the Gulf of Mexico, large storms can group together to form a large, spinning super-storm. When winds in such a storm reach more than 74 miles per hour (mph), the storm is called a hurricane. Hurricanes produce very high winds and heavy rain. When they make landfall, they can produce land-based spinning storms called tornadoes, as well as extensive flooding which can destroy property and endanger lives. While hurricanes cannot be controlled, preparing for them before they make landfall can help to save lives and protect property.

When the strength of an approaching hurricane is known, people can prepare for the worst. In 1971, Herbert Saffir and Bob Simpson, wind engineers from the National Hurricane Center, created the Saffir-Simpson Hurricane Wind Scale. This scale rates five different categories of hurricane according to sustainable wind speeds. Sustainable wind speeds are winds that remain at a similar speed over a length of time. The higher the sustainable wind speed, the more destructive the hurricane can be. In Category 1, the wind

speeds range from 74 to 95 mph and cause the least amount of damage. Even this lowest category of storm can cause large tree branches to snap and buildings to be damaged. As the winds increase, more severe damage from heavy rain and flying objects results. The winds from a Category 2 storm range from 96 to 110 mph, while in a Category 3 storm, winds range from 111 to 130 mph. In a Category 4 storm, winds range from 131 to 155 mph.

The most dangerous storm is a Category 5, with winds greater than 155 miles per hour. Even if they are inside buildings, many people and animals can get injured or killed. Homes can be totally ruined by wind and flooding. The Saffir-Simpson Hurricane Wind Scale is used to measure the storms as they develop and reach landfall and finally weaken and lose sustainable wind speeds. As the number on the wind scale rises, so do the dangers. Using the scale, along with models that predict the direction of the storm, meteorologists forecast the storm's path and intensity. This gives people and towns in the storm's path time to prepare and stay safe.

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**Comprehension Questions: Measuring Hurricanes**

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

1. The *Saffir-Simpson Hurricane Scale* measures:
  - A) how quickly hurricane warnings are posted.
  - B) the scale of damage created by hurricanes.
  - C) the size of hurricanes.
  - D) the strength of hurricanes.
2. A *hurricane* is defined as a:
  - A) a storm that forms over water with winds more than 74 miles per hour.
  - B) a storm that forms over land with winds more than 74 miles per hour.
  - C) weather system with heavy rain and winds of less than 74 miles per hour.
  - D) large storm that destroys houses and businesses.
3. According to the passage, the word *intensity* refers to:
  - A) the percentage of hurricane strength being observed.
  - B) the strength of a storm.
  - C) the number of hurricanes.
  - D) the quality of the hurricane reporting system.
4. According to the passage, hurricanes produce heavy:
  - A) wind and hail.
  - B) rain, wind, and hail.
  - C) rain and hail.
  - D) wind and rain.
5. Where are hurricanes formed?
  - A) over any warm body of water
  - B) over large bodies of warm water
  - C) around the equator where the water is the warmest
  - D) near the shore where warm and cold fronts collide over warm water
6. Who created the *Saffir-Simpson Hurricane Scale*?
  - A) wind engineers
  - B) climatologists
  - C) meteorologists
  - D) hurricane scientists
7. During a Category 1 storm:
  - A) buildings can be damaged.
  - B) towns need to be evacuated.
  - C) animals need to be removed from farms.
  - D) a lot of people will be injured.
8. What would be another good title for this passage?
  - A) Hurricane Winds Cause a Lot of Damage
  - B) Hurricanes Can Cause Large Branches to Snap
  - C) Measuring the Impact of Hurricanes
  - D) Hurricanes Cause Wind and Rain
9. From the passage we can conclude that the parts of the United States most in danger of hurricanes are areas along the:
  - A) West coast and Gulf of Mexico.
  - B) West and East coast and the Gulf of Mexico.
  - C) East coast and Gulf of Mexico.
  - D) entire coast of the continental United States.
10. From the point of view of Herbert Saffir and Bob Simpson, it was important to find a way to measure:
  - A) flooding.
  - B) tornadoes.
  - C) hurricanes.
  - D) rainfall.

## A Nation's Fate

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► Manifest Destiny was a belief that came about in the 1840s that said the United States was fated to push its boundaries west across North America. This idea drove the nation to acquire Oregon, Texas, New Mexico, and California, as well as other territories. It also started a war with Mexico and a dispute with Great Britain over Oregon.

During this time, Manifest Destiny resulted in bold and rapid growth of the United States that not all Americans liked. Some people were against any growth at all, while others wanted the country to expand slowly. Many believed that the territories would sooner or later become states. Some Americans feared that rapid growth would weaken the cohesiveness of the country.

Several different reasons were behind the desire for growth. Many people were of the viewpoint that the United States must grow in order to survive. This thinking was partly based on Thomas Jefferson's opinion that a nation needed a wealth of land in order to secure its economic future. Some people in the South agreed with this. They saw this idea as a chance to increase land holdings and make money using slaves to work the land. This point of view caused heated debates

and disagreements about the morality of slavery that would eventually lead to civil war.

For those who wanted growth, another reason to expand was to provide land for the many people coming to the United States from other countries. Expanding the United States meant that more land would be available to support these new groups. In addition, new ways to travel like the steamboat and railway systems, as well as new ways to communicate long distance, became available. Some believed that new advances such as these made it possible for the country to become vast but united.

Another important argument for gaining land in the West was to open opportunities for trade with Asia and other parts of the world. Related to this was the desire to keep Great Britain from controlling Pacific ports.

Not everyone could agree on the best direction for the United States. The people who disagreed with Manifest Destiny were not able to slow the growth. The country grew by more than 60 percent in just a few years, and by the 1850s, the United States stretched from "sea to shining sea."

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**Comprehension Questions: A Nation's Fate**

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

1. Another word for argument is:
  - A) dispute.
  - B) desire.
  - C) advance.
  - D) secure.
2. A set of principles concerning the distinction between right and wrong is called:
  - A) security.
  - B) melancholy.
  - C) economy.
  - D) morality.
3. The term *Manifest Destiny* refers to the:
  - A) fear that rapid growth of the country would weaken the unity of the country.
  - B) belief that western territories would sooner or later become states anyways.
  - C) belief that the United States was fated to push its boundaries west.
  - D) belief that the Mexico needed to expand in order to survive.
4. Why were slave-owners' opinions regarding Manifest Destiny controversial?
  - A) Slavery had already been made illegal in Texas and California.
  - B) They contributed to existing disagreements about the morality of slavery
  - C) They contributed to existing debates about owning more slaves.
  - D) Their opinions were viewed as unpatriotic and harmful to progress.
5. One reason that some people were opposed to the idea of Manifest Destiny was that they:
  - A) feared that rapid growth would weaken the cohesiveness of the country.
  - B) wanted to see bold and rapid growth of the United States to strengthen unity.
  - C) believed a nation needed a wealth of land in order to secure a strong economy.
  - D) thought expanding the United States meant more available land for immigrants.
6. What was one reason that Manifest Destiny was a strategy for the United States?
  - A) Manifest Destiny would automatically add six new states to the Union.
  - B) Manifest Destiny would allow the United States to control who would enter and not enter the country.
  - C) Manifest Destiny meant that there would be space to add new groups of people.
  - D) Manifest Destiny would slow the spread of slavery.
7. One reason that some people were in favor of the idea of Manifest Destiny was that they:
  - A) disagreed with Thomas Jefferson's popular opinion that a wealthy nation needed land.
  - B) thought it would increase land holdings.
  - C) believed that it would be best if the United States expanded slowly.
  - D) saw that the idea caused heated disagreements about the morality of slavery.
8. Another good title for this passage would be:
  - A) Thomas Jefferson and U.S. Expansion
  - B) America's Fate: The Civil War
  - C) Economic Consequences of Progress
  - D) The Path of Manifest Destiny
9. This passage leads us to believe that new railway and steamboat systems:
  - A) positively contributed to the consequences of Manifest Destiny.
  - B) negatively contributed to the consequences of Manifest Destiny.
  - C) helped persuade people to support the idea of Manifest Destiny.
  - D) helped persuade people to reject the idea of Manifest Destiny.
10. From the United States' point of view, what was another advantage of Manifest Destiny?
  - A) Manifest Destiny would increase access to raw materials needed for war against Great Britain.
  - B) Manifest Destiny would allow the United States to control important west coast ports.
  - C) Manifest Destiny would allow the United States to control trade relations with Africa.
  - D) Manifest Destiny added to growing tensions between the United States and Great Britain.