



acadience® reading 7–8

Silent Reading

Grade 7 | Progress Monitoring 3

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)



## Alaska Surprise

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▶ Although I grew up in Alaska, I'd never been much farther away from home than to Anchorage with Grandpa for an occasional movie. However, last summer my Alaskan adventures took a decisive turn when a local radio station announced that, for the next month, they would offer daily roundtrip railroad tickets to promote a new cross-state tour. My Grandpa decided that every day he would strive to be the ninth caller and win us two tickets. Imagine my surprise when one day he was the ninth caller. I did not even try to hide my excitement when Grandpa produced those two train tickets and listed the parks and sights we would see.

The day of our trip arrived, and we settled into our seats on the train. Our journey began in Anchorage and would finish about 350 miles later, in Fairbanks. As the train pulled away from the station, I opened the travel brochure that the train company provided.

It wasn't long, however, before the brochure lay forgotten beside me. The buildings and streets of Anchorage disappeared and were replaced by thick forests and fields of waving grasses and wildflowers. I gazed dreamily out the window as

farms and villages, rivers and lakes glided past us in a blur of blue, gold, and green. As we neared Talkeetna, Grandpa excitedly pointed out the spectacular peaks of Denali, North America's highest mountain. It was truly a breathtaking and gorgeous view.

The route wound northward as we began following a ribbon of river unspooling across the landscape. Grandpa told me to be on the lookout for beaver lodges, and although I didn't spot any, I did see a startled bear scurry away from the riverbank and disappear into the forest!

We began climbing higher into the towering mountains, the train hugging the rocky slopes. It made me feel a little dizzy to look down into the valley yawning underneath us. Even more exciting was crossing Hurricane Gulch, where a 914-foot bridge carried us across the deep green valley. My stomach lurched as I looked straight down to Hurricane Creek, 296 feet below us. Late that night, the train pulled into Fairbanks. I could hardly sleep in anticipation of the return trip the next day. The trip back to Anchorage was just as exciting. It was a summer I will never forget as long as I live.

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# 1 Acadience Reading

Grade 7/Passage 1

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## Comprehension Questions: Alaska Surprise

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

1. When you encourage awareness about an event or product through advertising or publicity, you are:
  - A) teaching it.
  - B) selling it.
  - C) buying it.
  - D) promoting it.
2. When something is *decisive*, it is:
  - A) rapid and fast-moving.
  - B) unfortunate and unlucky.
  - C) conclusive and resolute.
  - D) fixed and secure.
3. A small book or magazine containing pictures and information about a product or service is called a:
  - A) periodical.
  - B) flyer.
  - C) novel.
  - D) brochure.
4. How did the main character and her grandpa get their train tickets?
  - A) Grandpa retired from the railroad and had a lifetime pass.
  - B) They purchased them at the train station.
  - C) Her parents surprised them for her birthday.
  - D) Grandpa won them from a radio show.
5. What startled the bear that the main character saw scurrying away from the riverbank?
  - A) some hunters nearby
  - B) another bear
  - C) the train
  - D) a herd of elk
6. What city was the train's destination?
  - A) Fairbanks
  - B) Juneau
  - C) Anchorage
  - D) Talkeetna
7. How did the main character feel about her return trip the next day?
  - A) She was sad that the vacation was almost over.
  - B) She was so excited she could hardly sleep.
  - C) She was looking forward to getting home.
  - D) She was dreading the long trip on the train.
8. Their route followed a *ribbon of river unspooling across the landscape*. What does this mean?
  - A) Their route followed a winding river.
  - B) The mountain had a river of rain flowing down it.
  - C) They were so far up in the air, their route looked like an unwound spool of string
  - D) Their route followed a very thin piece of land.
9. This passage leads us to believe that the geography of Alaska has:
  - A) deserts, dry lakes, and scrubland.
  - B) mountains, valleys, and rivers.
  - C) marshland teeming with wildlife.
  - D) many cities and towns.
10. Why did the main character stop looking at the brochure so quickly after the train departed?
  - A) Her attention was drawn to the natural beauty out the window of the train.
  - B) She had already read it before the trip.
  - C) It was too boring to read.
  - D) She would rather talk to her Grandpa about the upcoming sights.

## Monarch Marathon

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► Like some types of birds, Monarch butterflies migrate, or travel, south for the winter. Monarchs, fragile creatures that weigh less than half an ounce, travel up to 2,800 miles between the beginning and end of their migration. What is even more amazing is that the Monarchs that finish the journey may be the great-great-great-grandchildren of the ones that began it.

Monarchs begin their long flight in Canada and northern parts of the United States, where the winter months are too harsh for them to survive. As autumn nears, a special generation of Monarchs hatches. These insects may live seven months or more instead of the few weeks that Monarchs usually live. It is this long-lived generation that makes the trip south to warmer climates. The butterflies travel up to 50 miles each day, stopping only to feed on nectar from flowers to restore their energy. Scientists believe the insects are guided by the movement of the sun, using a kind of internal compass in their antennae to navigate even on cloudy days. By October or November, the Monarchs arrive at their wintering sites along the California coast and the mountains of Mexico.

When they reach their destination, the

Monarchs go into hibernation, a period of low activity when animals rest and store energy for the coming spring. The butterflies stay warm by grouping together, often by the millions, on pine, eucalyptus, and fir trees. In late February when temperatures rise, the butterflies that have survived mate and begin their return trip. The long-lived generation of Monarchs flies part of the way back north before stopping to lay eggs and finally dying.

In March and April, a new generation of Monarchs is born and continues the journey north. However, this first generation lives only a few weeks; they stop to lay eggs before dying. The second generation of Monarchs is born in May and June and continues the migration north. A third generation is born in July and August, and these butterflies finally reach their northern home. As fall returns, a new long-lived generation is born that will fly south beginning the next cycle of migration.

Monarchs fly thousands of miles on their journey. Other animals cover long distances, too, but Monarchs migrate over four generations. The sun and inherited patterns, not parents, guide each new generation along its part of the path.

**Comprehension Questions: Monarch Marathon**

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

1. If an animal is *migrating*, it is:
  - A) restoring.
  - B) dying.
  - C) traveling.
  - D) inheriting.
2. A group of animals that lives during the same time period is called a:
  - A) generation.
  - B) cycle.
  - C) movement.
  - D) grouping.
3. The word *hibernation* refers to:
  - A) the destination of a long migration completed by Monarch butterflies.
  - B) a period of high activity following a time of sleep and stored energy.
  - C) a period of low activity when animals sleep and store energy.
  - D) a dramatic decrease in daytime temperatures during summer months.
4. How many generations does it take for Monarchs to complete their migratory journey?
  - A) 3
  - B) 4
  - C) 2
  - D) 1
5. How are flowers a critical part of Monarch's migration?
  - A) Monarchs use the flowers to protect themselves from the cold.
  - B) Monarchs eat the flowers as their main food source.
  - C) Flowers guide the Monarchs to the place of winter hibernation.
  - D) They provide nectar that gives the Monarchs energy.
6. Where do Monarchs begin their migration?
  - A) Canada and the northern United States
  - B) Canada and the southern United States
  - C) Canada
  - D) United States
7. How do Monarchs stay warm during the winter?
  - A) by drinking nectar from flowers
  - B) by grouping together on trees
  - C) by vigorously flapping their wings
  - D) by independently seeking shelter
8. The term *internal* in the context of this passage refers to the:
  - A) warmth that butterflies create as they group together.
  - B) mechanism within the butterflies that keeps them on course.
  - C) plant part within the flowers that provide food for the butterfly.
  - D) warmth from the tree's branches and leaves that protect butterflies.
9. The main idea of the passage is about the Monarch's:
  - A) breeding patterns.
  - B) food source.
  - C) hibernation.
  - D) migration.
10. Without the generation of long-lived Monarchs, we can predict that Monarchs would:
  - A) need many more generations.
  - B) be able to survive the winter in the north.
  - C) migrate north.
  - D) migrate west.

### 3 Acadience Reading Grade 7/Passage 3

#### British Colonization of India

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► The British East India Company was set up in 1600 to encourage and manage trade in, and with, India. Around the same time, the ruling empire in India had lost strength and the East India Company saw a chance to grab more power in India. Over many decades, the Company, and then the British government, became involved in ruling India's people and trade.

The British were not the only ones with an interest in India. The French also wanted to control trade in the region. Battles between the French and British took place during the early 1700s. That ended in 1757 when a British soldier named Robert Clive led his troops to victory over France. This permitted the East India Company to become a great power in India. The land under the Company's control grew and grew so that by the middle of the 1800s, the Company ruled the majority of India.

The Company ruled in India with little dependence on, or help from, the British government. The Company had its own army, with British officers leading Indian soldiers known as sepoys, who in 1857, revolted against the British. The widespread revolt was not well organized

and ended in 1858. But, it was enough to weaken the control of the Company in India. The British Crown took control of India and put a British viceroy, or ruler, in control. In 1876, Queen Victoria of England was named Empress of India.

British rule in India brought prosperity, or wealth, but most of the wealth flowed to the British. India had many kinds of raw materials that England needed for its factories. India also had a large number of people who could buy the goods made by these factories. But the British set limits on trade and how much factories in India could make, which kept owners from making profits. Also, Indian companies were not allowed to sell products like the goods brought in by the British. As a result, many local companies went out of business.

India did benefit in some ways from British rule in that new railroads, roads, dams, bridges, and schools were built and telephone lines were installed. Yet, the level of poverty stayed high, and Indians began to resent British rule more and more. By the end of the 1800s, talk of Indian independence was spreading and the age of British rule was coming to a close.

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**Comprehension Questions: British Colonization of India**

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

1. Relying on something or someone is called:
  - A) strength.
  - B) independence.
  - C) dependence.
  - D) revolt.
2. The condition of economic success is referred to as:
  - A) property.
  - B) sincerity.
  - C) prosperity.
  - D) treasury.
3. The word *sepoys* refers to:
  - A) Indian soldiers.
  - B) Indian officers.
  - C) British soldiers.
  - D) British officers.
4. The mission of the British East India Company was to:
  - A) rule most of India and keep businesses occupied.
  - B) create laws in, and around, India.
  - C) encourage and manage trade in, and with, India.
  - D) control raw materials and manage revolts against Britain.
5. How did Robert Clive help change the course of history in India?
  - A) His loss determined that France would rule in India.
  - B) His victory determined which country ruled in India.
  - C) His troops beat France, which was a great victory for Indians.
  - D) He helped the British viceroy fight back against the revolt.
6. What weakened the control of the East India Company in 1857?
  - A) battles between the French and British
  - B) an attack by French troops
  - C) the Empress of India was named
  - D) a widespread revolt led by sepoys
7. During British rule, what were some of the benefits for India?
  - A) The British built roads, dams, and schools.
  - B) Indians were able to get good paying jobs.
  - C) India successfully exported raw materials to Britain.
  - D) The British helped Indian companies earn profits.
8. According to this passage, the word *resent* refers to the:
  - A) growing discontent the Indian people felt for British rule.
  - B) disappointment felt by French troops after their loss to Britain.
  - C) begrudging attitudes felt by Indian soldiers of the East India Company.
  - D) negative way that the British officers in India felt about the French.
9. According to this passage, what is the effect of exploiting and mistreating a colony?
  - A) Poverty levels will continue to stay high and businesses will continue to close.
  - B) The population's anger might grow and lead to war and major conflict.
  - C) Rebellions and revolts will increase until the ruling body creates harsher laws.
  - D) The population's anger will grow and ultimately lead to rebellion and independence.
10. We can predict from this passage that, during the 1900s:
  - A) raw materials in India grew scarcer.
  - B) Britain immediately granted independence to India.
  - C) Britain's control strengthened.
  - D) India worked for independence.