



acadience® reading 7–8

Silent Reading

Level 7 | Progress Monitoring 6

For use with Acadience Learning Online

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)



Help on the River

► Most Saturday mornings, my buddy Jackson and I grab our gear and set off to the river to fish and canoe. But recently, the increased garbage in the water resulted in catching more trash than fish. Our lovely river has become less scenic and that really bothers me.

I hear people every day talking about helping the environment and saving the earth. However, I haven't actually noticed many people stepping up to the plate and really doing something beyond recycling. But a few Saturdays ago, while I waited on Jackson, I noticed a flyer that was stapled to the dock entrance. A river cleanup day was scheduled for the next weekend. I decided that I could spend one day doing my part to improve my favorite fishing spot.

The next Saturday, when we arrived at the river cleanup, the coordinator gave us a few instructions. Then he handed us plastic bags, gloves, and trash grabbers and put us straight to work. We scanned the area and felt ready to begin our attack on litter. As we spread out along the riverbanks, we searched for the harmful trash along the river. Soon our overloaded trash

bags became filled to the brim with Styrofoam cups, empty bottles, and candy wrappers. After we walked our allotted stretch of riverbank, we continued the trash quest in our canoe. Jackson and I collected several more bags of river debris, including several old tires.

Before we knew it, the morning had passed. I was amazed at the productive efforts of our small group. Looking at the giant pile of trash sacks ready to be hauled away, I was genuinely satisfied and proud to have contributed to such a productive effort.

Our leader informed us that he was working to get volunteers committed to clean up trash along the river. Although Jackson and I haven't joined the group that regularly cleans up the trash, we did promise ourselves to become better protectors of the river. Jackson and I saw the difference we made that day, and each week we routinely collect trash we find on our morning canoe jaunts. We see ourselves as continually proving that every one of us can put effort into what we believe and make a difference.

Comprehension Questions: Help on the River

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

1. The portion of something that is assigned to a person is referred to as the:
A) decided portion.
B) increased portion.
C) allotted portion.
D) contributed portion.
2. The word *debris* refers to:
A) trash.
B) brims.
C) docks.
D) scraps.
3. A journey made in search of something is called a/an:
A) cleanup.
B) trip.
C) outing.
D) quest.
4. In what way could increased trash on the river impact wildlife?
A) Trash could help increase wildlife presence on the riverbank.
B) Trash could harm the wildlife.
C) The wildlife don't eat trash, so it wouldn't matter to them.
D) Trash would not impact the wildlife.
5. What was different about the river that bothered the main character?
A) There was more garbage.
B) The river was running lower.
C) There weren't as many animals.
D) The river had gotten too cold.
6. Why would a canoe be useful during a river cleanup?
A) It would speed up the process because you could paddle around instead of walking.
B) It would help to reach previously inaccessible pieces of trash.
C) It would be the perfect thing to use, so you wouldn't waste bags.
D) It would help protect against harmful chemicals and germs.
7. What is one thing that the main character did while volunteering?
A) He collected trash, including tires, in his canoe.
B) He helped take water samples to test for pollution.
C) He gave instructions to the other volunteers at the cleanup.
D) He took all of the empty bottles to the recycling center.
8. The theme of this passage leads us to conclude that:
A) the environment is impacted the most by trash.
B) a river is home to many plants and animals.
C) river cleanups need to happen every day.
D) small groups can accomplish great things.
9. Based on this passage, we can predict that in the future there will be more:
A) dams on the river.
B) people fishing the river.
C) river cleanups in the area.
D) tolerant littering laws.
10. What was the main character's point of view when he noticed the flyer for the cleanup?
A) It was a great opportunity to contribute.
B) It sounded like a fun way to meet new people in the community.
C) It was a good opportunity to volunteer for school credit.
D) Finally, he was getting other people to volunteer.

The Benefits of Bats

► Bats, often misunderstood and thought of as dangerous bloodsuckers, are actually beneficial mammals that play an important role in environments around the world. They foster the health of the ecosystems in which they live by spreading pollen, scattering seeds, and eating insects.

Over a thousand species of bats exist in the world. They live in colonies that can number in the millions and are largely nocturnal, or active during the night. The many species of bats eat a wide range of food, including insects, nectar, fruit, and fish. Their diverse eating habits, along with their large numbers, make bats important to the ecosystems in which they live. An ecosystem is a community of plants and animals that live together in an environment. One of the major benefits that bats provide to many ecosystems is insect control. More than half of all species of bats eat insects. In fact, bats are the major predator of nocturnal insects. A single small bat, of the group of species called microbats, can eat thousands of insects in one night, which means a colony of 500,000 bats can eat billions of insects in a single night. Some species of bats eat mosquitoes, which can spread

disease, while other kinds of bats eat pests such as beetles and worms that can cause massive crop damage.

Other species, usually the larger megabats, drink nectar from a variety of blooming plants. These bats act as pollinators, spreading pollen as they fly from flower to flower. The giant saguaro cactus and organ pipe cactus depend on these bats to carry their pollen. Bats also pollinate cashews and bananas as well. Bats that eat fruit are crucial to certain ecosystems, particularly rainforests. The bats eat the ripe fruit, seeds and all, and as the fruit is digested, the seeds pass through and are left as droppings on the forest floor. The seeds of some species of plants will not sprout unless they have first passed through a bat. Without the bats, that plant species would not grow and the ecosystem would be less diverse. In turn, the animals that depend on those plants for food and shelter would be adversely affected.

The variety of life in an ecosystem is known as biodiversity. When there is more diversity, the ecosystem is healthier. Bats are a critical part of the health and diversity of many ecosystems on our planet.

Comprehension Questions: The Benefits of Bats

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

1. *Nocturnal* refers to animals that:
 - A) consume insects.
 - B) sleep at night.
 - C) are active at night.
 - D) consume fruit.
2. An animal that spreads pollen from one plant to another is called a:
 - A) pollivorous organism.
 - B) pollinator.
 - C) pollener.
 - D) pollihexus organism.
3. An *ecosystem* is a/an:
 - A) community of plants and animals that live together in an environment.
 - B) uniform colony of organisms of the same species in a specific region.
 - C) complex system of microbat and megabat colonies in an environment.
 - D) complex system of plant and tree life existing in a specific regional area.
4. What critical service do bats provide for desert cacti?
 - A) insect control
 - B) population control
 - C) protection from predators
 - D) pollination
5. Bats provide important population control for:
 - A) fish.
 - B) fruit trees.
 - C) cacti.
 - D) insects.
6. How are the diets of different species of bats affected by the area in which they live?
 - A) The abundance of certain foods affects what bats eat.
 - B) Some bats require very little food due to the absence of insects where they live.
 - C) Bats cause damage to their food sources and reduce food availability.
 - D) Bats will always eat fruit when it is available to eat.
7. How many insects can a microbat eat in one night?
 - A) hundreds
 - B) thousands
 - C) millions
 - D) billions
8. What effect might a smaller bat population have on the number of insects?
 - A) Insect populations would drastically decrease.
 - B) Insect populations would slightly increase.
 - C) Insect populations would slightly decrease.
 - D) Insect populations would drastically increase.
9. Which of the following would be another appropriate title for the passage?
 - A) Survival Techniques of Microbats and Megabats
 - B) Bats: Playing a Critical Role in Many Ecosystems
 - C) The Many Homes of Bats Around the World
 - D) Microbats and Megabats: Important Differences
10. What does the author of the passage think about bats?
 - A) They are unpleasant, but necessary.
 - B) They are dangerous, but also beneficial.
 - C) They are highly beneficial, but misunderstood.
 - D) They are interesting, but useless.

Congress of Vienna

► In 1814, representatives from almost every country and kingdom across Europe met in Vienna, Austria. France was defeated by a coalition a month before, ending years of war. The meeting was called the Congress of Vienna, and it was the first of its type. It would later be cited as an example for the structure of other groups, most notably the United Nations. The decisions reached by the leaders at the Congress of Vienna impacted the entire continent of Europe for the next century.

Leading up to the Congress of Vienna, much of Europe was at war and had been for about 25 years. The French Revolutionary Wars began in 1792 between France and other countries. Those wars led to the Napoleonic Wars. One result of these wars was the final fall of the Holy Roman Empire.

The purpose of the meeting in Vienna was to resolve all the issues caused by the French wars and the fall of the Holy Roman Empire. Chaired by Austria, the Congress talked about boundaries and older treaties. The leaders also discussed how to settle future disputes.

The Congress met from fall of 1814 until

spring of 1815. Almost every country in Europe was there, but Austria, Britain, Russia, and Prussia, often called the Great Powers, led the talks. Previous treaties between nations often relied on messengers instead of in-person discussions like those that occurred at the Congress.

Several treaties had been created before the Congress of Vienna met. The main result of this Congress was called the Final Act, and it brought all of the separate treaties together into one document. The act was signed on June 9, 1815. In it, the leaders of the Congress agreed to many territorial changes across Europe. France lost most of the land they had annexed in their wars, and the size of Russia and Prussia both increased. A German confederation of states was also created.

The Congress was widely criticized at the time because so many of the leaders did not have much say in the final agreement. But, it has been admired since and is credited with creating a balance of power across Europe. That balance resulted in peace and stability that lasted for almost 100 years.

Comprehension Questions: Congress of Vienna

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

1. A person chosen to act or speak for others in a legislative assembly is called a:
A) representative.
B) congress leader.
C) boundary speaker.
D) congressionary.
2. The word *notably* means:
A) separately.
B) mentioned.
C) commonly.
D) in particular.
3. A formally concluded agreement between countries is called a:
A) meeting.
B) treaty.
C) decision.
D) balance.
4. How did the Napoleonic Wars impact the outcome of the Final Act in 1815?
A) In order to restore balance, the land France had seized during war was redistributed.
B) In order to restore balance, the land Russia had wrongly lost during war was redistributed.
C) In order to restore balance, the German confederation of states was dismantled due to war.
D) In order to restore balance, Russia and Prussia were granted ownership of Rome.
5. What countries were considered the Great Powers?
A) Prussia, Italy, Russia, and Britain
B) Britain, Austria, France, and Russia
C) Austria, Britain, Russia, and Prussia
D) Britain, Russia, Germany, and Austria
6. How did nations that were not considered the Great Powers do in negotiations?
A) They did not profit as much as the Great Powers.
B) They received greater benefits than Russia and Prussia.
C) They received fewer benefits than Russia and Prussia.
D) They gained more land than the Great Powers combined.
7. The purpose of the meeting in Vienna was to:
A) resolve issues created by France when it annexed much of Prussia during the war.
B) discuss how to decide future boundary disputes between Britain and Russia.
C) resolve issues created by the French wars and the fall of the Holy Roman Empire.
D) discuss how to restore a balance of power between Vienna and the Holy Roman Empire.
8. According to this passage, the word *stability* refers to the:
A) peace enjoyed by France and Rome after the end of the Napoleonic Wars.
B) great power held by Russia, Prussia, and Austria during the Congress of Vienna.
C) firmly established equilibrium that Europe enjoyed after the Final Act.
D) permanence of peace in Europe after the foundation of the United Nations.
9. What is the main idea of this passage?
A) The Congress of Vienna met in order to resolve issues stemming from the fall of the Holy Roman Empire, and the result was peace and stability.
B) The Congress of Vienna met in order to resolve issues stemming from years of war and resulted in peace and stability.
C) The Congress of Vienna was started by the Great Powers with the intention of increasing the size of both Russia and Prussia.
D) The Napoleonic Wars led to boundary and territorial issues which were solved by the German Confederation at the Congress of Vienna.
10. We can predict from this passage, that roughly 100 years after the Final Act:
A) European representatives were rallied to strike down the treaty.
B) power remained equally balanced among European countries.
C) Russia and Prussia had grown in power to dominate Europe.
D) power had once again become unbalanced across Europe.