



acadience® reading 7–8

Silent Reading

Level 7 | Progress Monitoring 5

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)



Be the Change

► 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.

Comprehension Questions: Be the Change

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

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

Measuring Hurricanes

► 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 129 mph. In a Category 4 storm, winds range from 130 to 156 mph.

The most dangerous storm is a Category 5, with winds of 157 miles per hour or higher. 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.

Comprehension Questions: Measuring Hurricanes

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

1. The *Saffir-Simpson Hurricane Wind 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 of at least 74 miles per hour.
 - B) a storm that forms over land with winds of at least 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 Wind 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 Coasts 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

► “Manifest Destiny” was a belief that came about in the 1800s that said the United States was fated to push its boundaries west across North America. This idea drove the nation to expand and obtain vast areas of land, including the present day states of Oregon, Texas, New Mexico, and California. Doing so started a war with Mexico and a dispute with Great Britain over Oregon. It also had harmful impacts on the Native Americans who were already living in those regions.

During this time, the push to expand resulted in rapid, and sometimes violent, growth of the country that not everyone liked. Some people were against any growth at all, while others wanted the country to expand slowly. Many believed that the areas would sooner or later become states. Some Americans were afraid that rapid growth would weaken the cohesiveness of the country. As their lands were occupied or taken away, Native Americans had their communities and lives uprooted or destroyed.

Several different reasons were behind the push for growth. Many supporters believed that the United States must grow in order to survive. This thinking was based in part 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 it as a chance to increase landholdings and make money using enslaved people to work the land. This point of view caused heated debates about the morality of slavery that would end up leading to civil war.

For those who wanted growth, another reason to expand was to provide land for the increasing population. Expanding the country meant more land would be available for new settlers. Some believed that new ways to travel long distances, such as steamboat and railway systems, would make it possible for the country to become vast but united.

Supporters also thought that expanding to the West would increase opportunities for trade with 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. Despite this disagreement and the harm to Native Americans, the country grew by more than 60 percent in just a few years. By the 1850s, the United States stretched from the Atlantic to the Pacific.

Comprehension Questions: A Nation's Fate

Mark the correct answer on your Response 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 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 caused disagreements about the morality of slavery
 - C) They contributed to existing debates about owning more enslaved people.
 - 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 there would be more land available for new settlers.
 - 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 landholdings.
 - 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.