



acadience® reading 7–8

Silent Reading

Level 8 | Progress Monitoring 2

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)



Chugging Through the Alps

► My family and I live in the city of Zurich, which is far from the peaks and valleys of the Alps most people envision when they think of Switzerland. My mother was recently attending a business seminar, and it was decided that my father and I would travel with her. During the time she was occupied with business, we passed the hours wandering around museums, exploring cathedrals, and lounging at sidewalk cafes. It was certainly pleasant, but after 4 days, I was itching to see the mountains.

So when mother's business finally wrapped up and she made reservations for us on the Glacier Express, I was very excited. This mountain railroad travels from Zermatt, at the foot of the Matterhorn, to St. Moritz, a picturesque mountain village popular with tourists and skiers. To reach St. Moritz, the Glacier Express winds its way through 181 miles of Alpine landscape.

We arrived in Zermatt several hours before our scheduled departure time, so we strolled around the tiny town. It was so pretty, we were almost tempted to stay right there and forgo the Glacier Express! But we knew we would miss out on many spectacular sights, so we readily climbed aboard. Once we left the train station, any regret at

leaving such a charming spot melted completely away.

So many beautiful sights competed for our interest, such as craggy, snowcapped mountain peaks stretching as far the eye could see and green fields dappled with edelweiss, a beautiful tiny white flower. Tiny villages were nestled snugly in deep valleys, their buildings as dainty as dollhouses. Serene cows wearing gigantic bells gazed into the distance as we chugged along at 20 miles per hour.

Perhaps my favorite part of the trip, however, was going through the countless tunnels that had been blasted through the mountainsides. Entering a mountainside tunnel would plunge us into total darkness, and we made a game of guessing how long it would take to reach the end. As the train exited the tunnel, the sunlight would explode into our car and another spectacular view would present itself to us.

The 8-hour journey flew by, and although I was almost sorry to debark in St. Moritz and end the train portion of the trip, I was eager to hit the hiking trails and experience the mountains up close.

Comprehension Questions: Chugging Through the Alps

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

1. To purposefully do without is called:
 - A) forgo.
 - B) repress.
 - C) omit.
 - D) retain.
2. Another word for calm or peaceful is:
 - A) casual.
 - B) turbulent.
 - C) silent.
 - D) serene.
3. The word *dappled* means:
 - A) covered.
 - B) spotted.
 - C) painted.
 - D) striped.
4. Where does the main character live?
 - A) Denver, Colorado
 - B) Zurich, Switzerland
 - C) Vienna, Austria
 - D) Basel, Switzerland
5. Why did they have time to explore the village of Zermatt?
 - A) Mom had a business seminar to attend.
 - B) They found out their train was delayed.
 - C) They arrived for the train several hours early.
 - D) They had to wait for their luggage to arrive.
6. What was the main character's favorite part of the trip?
 - A) wandering around museums
 - B) exploring cathedrals and lounging at sidewalk cafes
 - C) hiking the craggy, snowcapped peaks
 - D) going through tunnels on the train
7. What was the train's destination?
 - A) St. Moritz
 - B) Zurich
 - C) Zermatt
 - D) Switzerland
8. Why was the family tempted to stay in Zermatt, instead of continuing on their trip?
 - A) They lost their luggage.
 - B) They could go skiing there.
 - C) It was so pretty.
 - D) They were exhausted from traveling.
9. We can predict from the passage that next time the main character travels she will:
 - A) take a car.
 - B) take a plane.
 - C) take the train.
 - D) stay at the hotel.
10. What was the main character's point of view when she found out about the train trip?
 - A) She was angry.
 - B) She was nervous.
 - C) She was sad.
 - D) She was excited.

The Reason for the Season

► We all notice that temperatures change with the seasons. This change in seasons is caused by the earth's axis tilting toward or away from the sun as the earth revolves in its orbit around the sun. The earth's axis is an imaginary line through the North and South Poles around which the earth rotates. The earth's axis tilts at a constant angle of 23.5° . As the earth orbits the sun, the tilt does not alter, but the direction of the tilt relative to the sun continuously shifts.

The tilt of the axis toward or away from the sun affects the insolation, or the duration and intensity of sunlight that reaches the planet's surface. With greater insolation, more solar radiation is absorbed and converted to thermal energy, which causes the earth to increase in temperature. During winter, the Northern Hemisphere, or northern half of the planet, tilts away from the sun. Fewer hours of daylight occur and the sun's penetrating rays are dispersed over a broader area, so insolation is lower. During summer, the Northern Hemisphere tilts toward the sun and receives more direct sunlight over longer days, resulting in greater insolation. When the Northern Hemisphere tilts toward the sun, the Southern Hemisphere tilts in the opposite

direction. As the north warms, the south cools, thus the seasons are reversed.

Summer and winter begin on the solstices, the longest and shortest days of the year. The solstices also mark when the sun appears at its most northern or most southern position in the sky. At the December solstice, the sun appears at its most southerly point. The Northern Hemisphere experiences the fewest daylight hours of any period during the year and winter begins; the Southern Hemisphere experiences its longest day and summer commences. At the June solstice, the conditions are reversed. The north sees its longest day as summer begins, and the south witnesses its longest night as it announces the start of winter.

Spring and fall begin at the two periods called equinoxes, when the sun appears directly overhead at the equator and both hemispheres experience equal hours of daylight and nighttime. The March equinox marks spring's start in the northern latitudes and fall in the southern latitudes. In September, the equinox marks fall's start in the north and spring in the south. Every year, the cycle of seasons repeats as the earth circles the sun.

Comprehension Questions: The Reason for the Season

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

1. The duration and intensity of sunlight that reaches a planet's surface is called:
A) solar radiation.
B) concentration.
C) insolation.
D) solstice.
2. The word *disperse* means to:
A) tilt away from the sun.
B) experience equal hours of daylight and nighttime.
C) change seasons.
D) distribute the sun's rays.
3. To *penetrate* something means to:
A) make a way through or into it.
B) change its degree of tilt or rotation.
C) convert it into thermal energy.
D) absorb an increase of temperature.
4. What causes the seasons to change?
A) The lengthening and shortening of the distance from the earth to the sun.
B) The earth's axis tilting toward or away from the sun during its orbit.
C) The changes in the angle of the earth's tilt in relation to the sun.
D) Weather patterns influenced by the earth's atmosphere.
5. Why does it get dark early in the day during the winter?
A) The earth's surface is pointed away from the sun.
B) The earth is closer to the sun.
C) The earth is farther away from sun.
D) The earth is tilted away from the sun.
6. What is the earth's axis?
A) An imaginary line from the North and South Poles.
B) An imaginary line from the Eastern and Western Hemispheres.
C) The point on the earth that is closest to the sun.
D) The path the earth follows as it orbits the sun.
7. What is the primary factor that distinguishes the summer and winter solstices from the spring and fall equinoxes?
A) The rotation of the earth is reversed during the spring and fall equinoxes.
B) Insolation does not occur during the spring and fall equinoxes.
C) The amount of daylight hours differ during the winter and summer solstices.
D) Summer and winter solstices occur only in the Northern Hemisphere and spring and fall equinoxes occur only in the Southern Hemisphere.
8. What is the main idea of this passage?
A) Seasons are unpredictable.
B) Seasons are caused by the direction of the earth's tilt in relation to the sun.
C) Seasons happen at the same time in all parts of the world.
D) Each season starts with a particular day referred to as a solstice or an equinox.
9. If it is the summer solstice in the Southern Hemisphere, then what day can we assume it will be in the Northern Hemisphere?
A) fall equinox
B) spring equinox
C) winter solstice
D) summer solstice
10. We can predict from this passage that summer in the Southern Hemisphere happens in:
A) September, October, November
B) December, January, February
C) June, July, August
D) March, April, May

First Impressions

► In 1872, a French artist named Claude Monet created a painting titled “Impression: Sunrise.” A reviewer suggested that the painting was only an impression, or sketch, but not a finished work of art. This did not bother Monet and other artists who used a similar style. They began calling themselves Impressionists and continued to make paintings that would shake the art world and change the course of art history.

At that time, the art world was dominated, or controlled, by the French Academy of Fine Arts. The Academy taught painters to use soft shades of brown and gray to paint scenes from history with subjects that looked realistic, or lifelike. These elements defined “real art” for much of society at that time. Monet and the others rejected this old style of painting. They wanted their paintings to capture a passing moment in time. Instead of using soft shades to create a formal scene, they used bright, sunny colors to suggest the role light plays as it bounces off moving surfaces. Instead of clear lines and tiny details, they used shapes that blurred and blended into one another, much like

the shapes you see when your eyes are unfocused. They also used short brushstrokes to create a mix and layering of color. When viewed from a distance, these layers became familiar objects.

Often, Impressionists painted common objects and people. Monet became famous for his paintings of flowers, haystacks, and ponds, while others painted bright, colorful city scenes of crowded sidewalks, railroad stations, and factories. Other painters emphasized people enjoying fun activities such as boating or swimming. The thread that tied all these paintings together was the painters’ depiction of very ordinary people carrying on everyday activities, suggesting that even the common things we see are important.

The Impressionists proved they were worthy of attention and went on to develop other styles that would influence a wide range of artists into the 1900s. Indeed, much of the art of the 20th century can be traced back to a key premise of Impressionism: that we all see and experience the world in different but equally good ways.

Comprehension Questions: First Impressions

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

1. To represent things in a way that is accurate or true to life is called:
A) genuine.
B) stylized.
C) capturistic.
D) realistic.
2. An unfinished sketch of something can be called a/an:
A) layer.
B) impression.
C) development.
D) formal scene.
3. The word *unfocused* refers to:
A) not seeing clearly.
B) having a specific direction.
C) creating an Impressionist artwork.
D) the way light hits objects.
4. The French Academy of Fine Arts taught painters to:
A) reject the older styles of painting.
B) use innovation to expand artistic methods.
C) paint lifelike historical scenes.
D) emphasize people in their paintings.
5. How does Monet's painting, "Impression: Sunrise" relate to the underlying thread of Impressionism?
A) He used black and gray to create shadows in his painting.
B) He used clear lines and tiny details to finish the painting.
C) He likely emphasized animals in the subject matter of the painting.
D) It captured a common, fleeting moment in time.
6. What is one difference between traditional and Impressionist art?
A) Traditional artists would use common objects in their paintings, Impressionists would not.
B) Impressionists would focus on details, traditional artists would not.
C) Traditional artists would use browns and grays, Impressionists would not.
D) Impressionists would paint clear lines, traditional artists would not.
7. Monet became famous for his paintings of:
A) flowers, haystacks, and ponds.
B) people enjoying fun activities.
C) bright, colorful city scenes.
D) crowded sidewalk and railroad stations.
8. According to this passage, what was the effect of the Impressionist movement?
A) It led to a renewed interest in the artistic methods used to capture rare scenes from history.
B) It led to the total abandonment of traditional art, as most artists joined the Impressionists.
C) It led to most modern-day artists using realistic shades instead of saturated colors.
D) It led to the development of new artistic methods that continue to influence artists today.
9. Based on this passage, what can we predict artists did in the following century?
A) strictly stuck to Impressionist styles and rules without developing new methods
B) solely used short brushstrokes in order to create a mix and layering of color
C) returned their focus to methods from "real art" after Impressionism lost popularity
D) used their personal perspective of the world to create new artistic methods
10. What was the French Academy of Fine Arts' point of view regarding Impressionism?
A) It was incredibly creative.
B) It wasn't real art.
C) It wasn't tasteful.
D) It was barely acceptable.