



Beginning-of-Year Assessment (BOY)

Grade 7 Reading Standards

This BOY assessment is intended to assess current grade 8 students who completed grade 7 reading in the 2019-2020 school year.

Congratulations! You worked very hard in school to learn many new things. Taking this Grade 7 Reading Standards test is a great way to show your family and school what you learned. It is okay if you do not know all the answers. Just try your best. You are amazing! You are taking this test so adults can learn more about how to help you this year.

You can ask an adult for help if you do not understand the directions. You can use a dictionary and scratch paper for this test.

If you do not know the answer to a question, choose the answer you think might be correct. You must answer the questions on your own.

You are now ready to start. Take your time and remember that trying your best is what is important. You're awesome, and you'll do great!

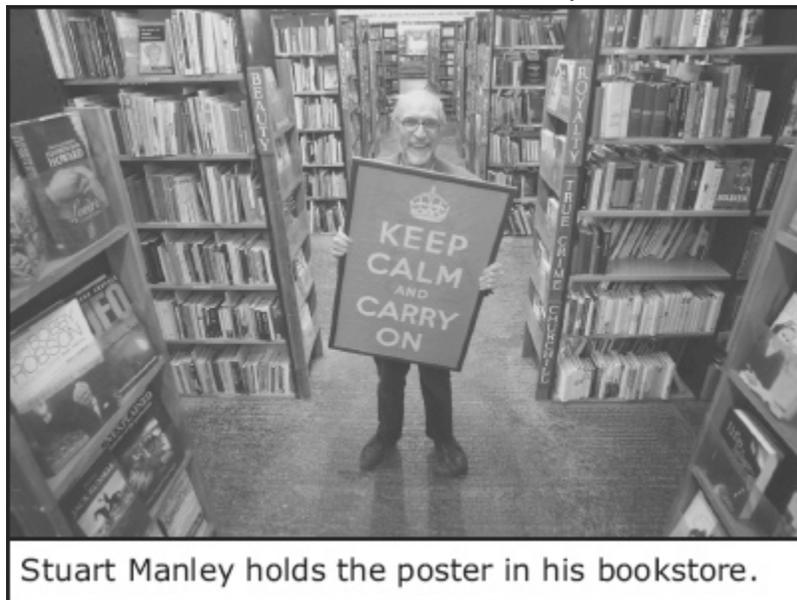
BOY Assessment Grade 7 Reading Standards

Student _____
Class _____
Date _____

Read the selection and choose the best answer to each question.

Keep Calm and Read On

- 1 In 2000 a British bookstore owner named Stuart Manley made a discovery that would impact social media and the global market for years to come. While unpacking some old boxes, Manley found a World War II poster that the British government designed in 1939. The slogan and the simple design were intriguing, so Manley decided to hang the poster in his store. The poster read "Keep Calm and Carry On." Little did Manley know that the phrase would turn into a worldwide cultural phenomenon.



- 2 The Keep Calm poster that Manley discovered dates back to the start of World War II. With war quickly approaching, the British government designed three posters, each containing a motivational phrase. The posters were similar in appearance, with a special regal-looking font and a simple picture of King George VI's crown. Two of the three posters were displayed in public at the start of the war in order to raise the morale of the British people. But public response to the two posters was just mediocre, and the motivational campaign was abandoned. Although nearly 2.5 million copies of the Keep Calm poster had been printed, the British government decided not to release them. Instead the copies sat in storage until 1940, when most of them were recycled into other paper products. Manley's copy has become a rarity.
- 3 But how did the phrase on this poster become a worldwide motto that has been imitated, reproduced, and printed on just about every imaginable item that can be sold? Manley's poster began attracting the attention of customers in his shop, so he printed copies of the poster to sell. After he advertised the poster in a national newspaper, sales skyrocketed. Soon other companies began to sell products bearing the slogan.
- 4 It is difficult to identify exactly why the Keep Calm and Carry On motto has become popular. Shortly after the poster made its appearance in 2000, the world suffered an economic downturn, and morale was once again low. People were in need of something to boost their spirits, just as the people of England needed encouragement during World War II. The saying "Keep Calm and Carry On" seems to be the ideal slogan to bring courage and hope to people. Manley's wife, Mary, commented, "I do think it's kind of helped people in a way. It's a great slogan. You can apply it to any kind of stress you're under. . . . It is a great poster—great graphic, simple design."
- 5 Besides the optimistic message, the simple design and understated tone of the poster helped lead to its popularity and marketability. Because it was cheap to reproduce and easy to customize, many companies capitalized on the appeal of the catchy slogan. The motto became trendy and could be spotted on mugs, T-shirts, and mouse pads.



The slogan has been printed on coffee mugs as well as many other items.

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- 6 Today the now-famous wartime slogan has been rewritten in different ways. Some people have created fun phrases like “Keep Calm and Call Mom” or “Keep Calm and Eat a Cupcake.” Others have added sarcasm to the slogan by writing versions such as “Now Panic and Freak Out” or “Keep Calm and This Poster Is Getting Old.” No matter the version or interpretation of the Keep Calm slogan, it is highly recognizable. Many online shopping websites continue to sell a variety of products with some form of the Keep Calm and Carry On slogan. And variations of the slogan show up on social networking sites daily.
- 7 Even though “Keep Calm and Carry On” was originally intended to quell fears during World War II, the phrase has been embraced as a part of current popular culture. Today, interpretations of the slogan are often lighthearted, but it is important to remember the significance of the motto’s original intent.

1. According to the selection, the original Keep Calm poster was created to —
- A. instill citizens with a greater sense of loyalty to England
 - B. boost people’s morale during a time of war
 - C. encourage people to help fund their country’s war effort by buying products
 - D. raise people’s spirits during difficult economic times

2. How does the author organize the selection?

- A. By explaining the origin of the Keep Calm motto and its current popularity, the author emphasizes how the motto’s use has changed over time.
- B. By comparing the way the Keep Calm motto was used during World War II with the way it is used today, the author suggests that the motto’s effectiveness has diminished.
- C. By describing in detail each reason the Keep Calm motto has become an important part of popular culture today, the author identifies why the motto’s popularity has increased.
- D. By stating the cause of the development of the original Keep Calm motto, the author shows how the motto has become an answer to many problems.

3. What is the main idea of paragraph 6?
- A. The Keep Calm slogan has been posted many times on social media sites.
 - B. The Keep Calm slogan and its various forms have become a popular part of current culture.
 - C. There is discord between people who like the original Keep Calm slogan and those who don't.
 - D. People realized that the Keep Calm phrase was a good slogan for online advertising.
4. Based on the way the Keep Calm motto continues to be received by the public, the reader can conclude that the motto has a —
- A. strong ability to encourage people with its optimistic message
 - B. historical significance that people appreciate
 - C. serious quality that people find comforting
 - D. unique ability to unite different generations

5. The author includes the information in paragraph 5 most likely to —
- A. explain the origin of the Keep Calm motto
 - B. describe how products with the Keep Calm motto are made
 - C. express an opinion about the popularity of the Keep Calm motto
 - D. offer reasons why the Keep Calm motto has become so widespread
6. Paragraph 6 suggests that one reason for the Keep Calm slogan’s popularity is that the slogan —
- A. can be used to advertise different businesses
 - B. uses so few words to express its message
 - C. can be easily altered in humorous ways
 - D. can be printed on a variety of products at low cost

Read the selection and choose the best answer to each question.

from Smiles to Go

by Jerry Spinelli

- 1 When I was five or six a high-school kid lived next door. His name was Jim.
- 2 Jim was always tinkering in his basement. I was welcome, encouraged even, to join him whenever I liked. I would sit on a high stool for hours and just watch him. I think he enjoyed having a dedicated audience of one.
- 3 He always had a jawbreaker in his mouth, and when he wasn't clacking it against his teeth he kept up a constant mutter about everything he did, as if he were a play-by-play announcer describing a game. "And now Jim is soldering the wire to the whatsits... ."
- 4 More than anything I looked forward to Jim saying, "Whoa!" That's what he said when something surprised or astounded him. It didn't happen often, maybe only one or two "Whoas!" a week on average. When I heard one I would jump down from my stool and nose right in and say, "What, Jim?" And he would explain it to me, and though I couldn't really understand, still I would feel something, a cool fizzing behind my ears, because I was feeding off his astonishment.
- 5 Then one day I had the real thing, an amazement of my own. That day was a little strange to begin with, because when I came down to the basement, Jim wasn't tinkering—he was reading. Watching a person read isn't the most fascinating thing in the world, even if he has a jawbreaker clacking around in his mouth, and after a minute of that I was ready to leave when Jim barked out a "Whoa!" I jumped down and said my usual, "What, Jim?" but he only warded me off with his hand and kept on reading. Every minute or so another "Whoa!" came out, each one louder than the last. Then came three in a row: "Whoa! Whoa! WWWHOA!"
- 6 "Jim! *What!*" I screeched and snatched the book away.
- 7 He looked at me as if he didn't know me. Young as I was, I understood that he was still back in the book, immersed in his amazement.
- 8 Finally he said it, one word: "Protons."
- 9 "What are protons?" I said.
- 10 He took the book from my hands. His eyes returned to the present. He began talking, explaining. He talked about atoms first, the tiny building blocks of everything, smaller than molecules, smaller than specks. "So small," he said, "millions can fit in a flea's eye." That got my attention.
- 11 Then he zeroed in on protons. Atoms may be mostly space, he said, but a proton is nothing but a proton. Small as an atom is, a proton is millions of times smaller. "You could squint till your eyeballs pop out and you'll never see one," he said, daring me to try.

- 12 "And you know what the coolest thing about protons is?" he said.
- 13 "What?" I said.
- 14 He clacked his jawbreaker for a while, building the suspense. "You can't do anything to them," he said. "You can't break them. You can't burn them. You can't blow them up. Atoms you can smash, but you can't smash a proton."
- 15 "Not even with a *steamroller*?" I said.
- 16 "Not even with a thousand steamrollers."
- 17 And then he hammered home his point. He took out the jawbreaker and put it on the floor. He took a hammer and smashed it to smithereens. He didn't stop there. He kept smashing until there was nothing but white powder. When he stopped, he grinned at me. "Go ahead, stomp on it." I brought the heel of my shoe down on the tiny pile of powder. "Oh, come on," he said. "Stomp good." I did. I jumped up and down until there was nothing on the floor but a pale mist of dust. He got down on his hands and knees and blew it away.
- 18 I cheered. "We did it!"
- 19 He stood. "What did we do?" he said.
- 20 "We smashed the jawbreaker. We made it disappear."
- 21 "We sure did," he said. "But what about the protons that made up the jawbreaker? Where are they?"
- 22 I looked around. "Gone?"
- 23 He shook his head with a sly smile. "Nope," he said. "The jawbreaker is gone, but not its protons. They're still"—he waved his hand about the basement—"here. They'll always be here. They're unsmashable. Once a proton, always a proton. Protons are forever."
- 24 The next words just popped from my mouth, no real thought behind them: "Jawbreakers are lucky."
- 25 He poked me. "Hey, so are you. You're made of protons, too."
- 26 I stared at him. "I *am*?"
- 27 "Sure," he said. "Zillions of them. The protons in you are the same as the protons in that jawbreaker. And in that stool. And in a banana. And a sock monkey. And a glass of water. And a star. Everything"—he threw out his arms—"everything is made of protons!"
- 28 I was getting woozy with information overload. Me and sock monkeys made of the same stuff? It was too much to digest. So I retreated to the one conclusion I had managed to extract from all this. "So... Jim... like, I'm unsmashable?"
- 29 He mussed my hair. "Yeah," he said, "I guess you could sort of put it that way." He laughed and waved the hammer in my face. "But don't go trying this on your toe."

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7. What is the narrator's primary motivation for continuing to visit Jim?
- A. He wants Jim to ask him to help with the experiments.
 - B. He enjoys watching Jim manage several tasks at once.
 - C. He thinks spending time with Jim will make him smarter.
 - D. He likes witnessing the moments when Jim is surprised.
8. Why is Jim's demonstration with the jawbreaker important to the plot?
- A. It shows the narrator that many scientific concepts are not complicated.
 - B. It allows the narrator to experience a moment of understanding.
 - C. It encourages the narrator to develop his own scientific theory about protons.
 - D. It gives the narrator an opportunity to help Jim with one of his projects.

9. Read this sentence from paragraph 4.

And he would explain it to me, and though I couldn't really understand, still I would feel something, a cool fizzing behind my ears, because I was feeding off his astonishment.

The sensory language in this sentence highlights the narrator's —

- A. optimism
- B. confusion
- C. excitement
- D. discomfort

10. What does the simile in paragraph 3 suggest about Jim?

- A. He wishes he knew someone who shared his passion.
- B. He approaches his work with intense focus.
- C. He is interested in both science and sports.
- D. He usually makes up experiments as they occur to him.

11. The setting is important to the plot because it is where the narrator —

- A. realizes he is good at scientific investigation
- B. can study with minimal interruptions
- C. has interesting discussions with Jim
- D. works with Jim to solve problems

12. Which of these is an important idea expressed in the excerpt?

- A. People must start working toward their goals at a young age to achieve their dreams.
- B. Honesty and openness allow deep friendships to develop.
- C. True understanding can take place only through quiet reflection.
- D. Some people influence the lives of others by introducing them to new ideas.

Read the selection and choose the best answer to each question.

“Carry Him Everywhere You Go”

by Tom Ryan

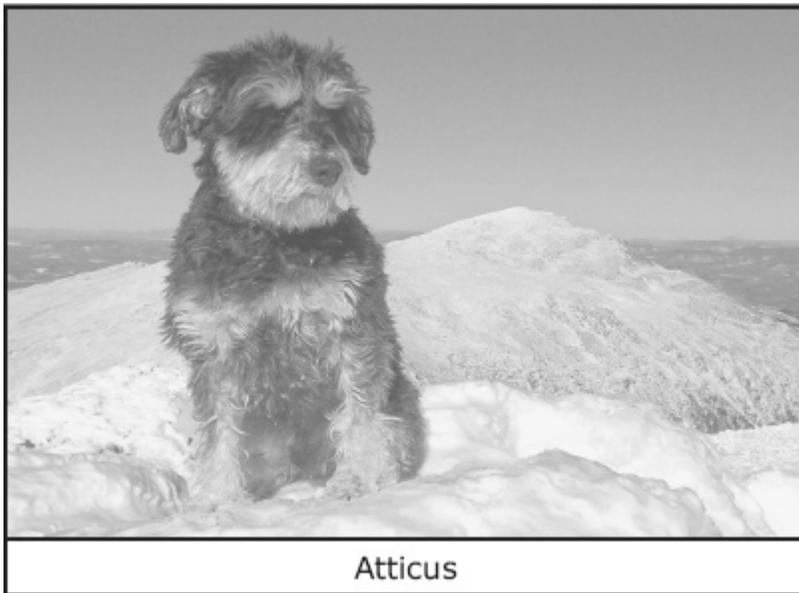
- 1 The best advice I received about raising a puppy didn't come from a book or a class but over the phone from a gritty voice with a southern twang. Paige Foster, Atticus's breeder, suggested I carry him with me everywhere we went during the first month we were together. I stretched it to two.
- 2 “And don't let anyone else hold him during that time,” she added. “He needs to know you're his family. Y'all will bond that way.”
- 3 I owe much to Paige. Buying a puppy from her meant having the freedom to pick her brain, no matter how often I called—calls that in the beginning were more frequent than she bargained for, I'm sure, and were typically panic-driven. I liked her style. During our conversations, which were always lengthy, I came to think of her as intuitive, and I trusted her in every way. By following Paige's advice, Atticus and I were able to forgo obedience school, much to the chagrin of various self-proclaimed dog experts we met through the years.
- 4 Once, upon seeing Atticus sitting up next to me on a park bench without a leash or collar on, one such expert marveled at how well behaved he was. She had a stern voice that made me feel as if I should be sitting up straight, too. She asked what kind of training I put him through, listing various intimidating words and phrases that sounded to my ear to be Germanic in root and I took to be the schools of thought for serious dog trainers.
- 5 I shrugged. “None, really. We just hang out together.”
- 6 This did not sit well with her. She sized me up as a rube¹ and gave me a look that fell halfway between pity and a scold before marching off in search, I imagined, of a music store where she could purchase some Wagner.²
- 7 For as long as I can remember, people have commented on Atticus's peaceful demeanor. Then, as was almost always the case, they'd ask him to give them his paw. He wouldn't. Instead he just looked at them, not even bothering to cock his head.
- 8 They'd ask again. Again he just studied them.
- 9 Then it typically went this way:
10 “Does he know how to give his paw?”
11 “I don't know, never asked him.”
12 “But didn't you teach him that?”

13 “No. I didn’t teach him anything.”

14 I never saw the point in teaching Atticus tricks. What I wanted from him was for him to be his own dog as much as I was my own man. The things I wanted him to learn were basic things that made going through life safe and easy. I know many who tell me that by teaching their dog tricks they worked on their relationship together. The dogs, I was told, liked the task and then the reward. I can’t argue against any of that, but it wasn’t for us.

15 All I wanted was for Atticus to fit in as much as he needed to so he wouldn’t be a bother or get into trouble, but I also didn’t think it was up to me to decide what he would become. That was up to him. As long as he could walk with me off leash, feel comfortable in public settings, and understand that he should never feel self-conscious anywhere, I was fine with it.

16 My carrying the little puppy in the length of my arm from wrist to elbow for two months, like a running back with a football, went a long way toward forging our relationship and deciding how things would be for years to come.



Excerpt from FOLLOWING ATTICUS by TOM RYAN. Copyright © 2011 by Tom Ryan. Reprinted by permission of HarperCollins Publishers.

¹ A rube is an unsophisticated person.

² Richard Wagner was a German composer in the 1800s best known for his operas.

13. Read this dictionary entry.

<p>style \ˈstī(-ð)\ <i>n</i></p> <ol style="list-style-type: none">1. the fashion of the moment2. the type or make of something3. a way or manner of behaving4. a set of rules for writing
--

Which definition best matches the way the word style is used in paragraph 3?

- A. Definition 1
- B. Definition 2
- C. Definition 3
- D. Definition 4

14. Read these sentences from paragraph 3.

I owe much to Paige. Buying a puppy from her meant having the freedom to pick her brain, no matter how often I called—calls that in the beginning were more frequent than she bargained for, I'm sure, and were typically panic-driven.

These sentences help characterize the author as —

- A. discouraged by his dog's initial behavior
- B. surprised by Paige's vast knowledge of dogs
- C. regretful for taking advantage of Paige's kindness
- D. worried that he wasn't caring for his dog correctly

15. What can the reader infer about the woman mentioned in paragraphs 4 through 6?

- A. She is an expert in music in addition to being an expert in dog training.
- B. She disagrees with the author's choice not to provide his dog with formal training.
- C. She thinks the author should be more selective about where he brings his dog.
- D. She is surprised that the author is not interested in learning from her.

16. The author presents the information in paragraphs 7 through 13 to illustrate —
- A. why dogs listen only to their owners
 - B. what tricks dog owners can easily teach their dogs
 - C. why some dogs come to dislike strangers
 - D. what some people expect from dogs and dog owners
17. Which sentence from the selection best states the author’s main objective in raising Atticus?
- A. *I know many who tell me that by teaching their dog tricks they worked on their relationship together.*
 - B. *The things I wanted him to learn were basic things that made going through life safe and easy.*
 - C. *Instead he just looked at them, not even bothering to cock his head.*
 - D. *I never saw the point in teaching Atticus tricks.*

18. The simile in paragraph 16 helps the reader understand that the author —
- A. enjoys finding time to play with Atticus
 - B. wants Atticus to grow to be strong
 - C. thinks Atticus is a better pet than most dogs
 - D. feels responsible for protecting Atticus

19. What is the best summary of the selection?

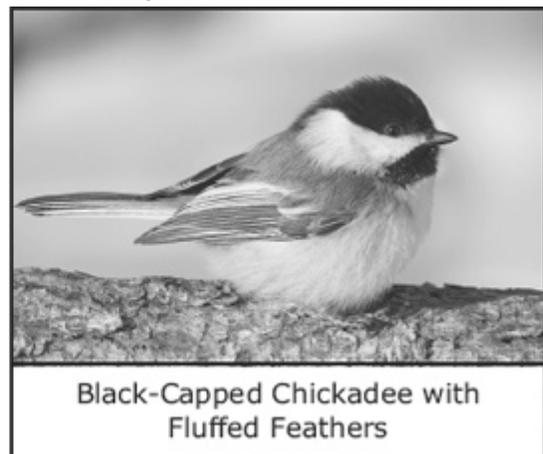
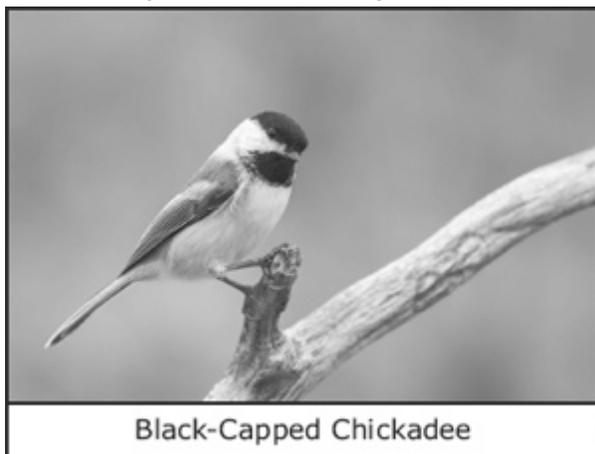
- A. The author trusted the advice of Paige Foster, the breeder of his puppy Atticus. After a few months the author had bonded with Atticus, who is so well behaved that he does not need to be leashed or collared.
- B. The author has a peaceful dog named Atticus. People who meet Atticus are surprised that he has not learned any tricks, such as how to put out his paw, because they believe teaching tricks builds the relationship between owner and dog.
- C. The author established a bond with his puppy Atticus by following the dog breeder's advice. Instead of participating in obedience training and teaching his dog tricks, the owner chose to focus on helping Atticus feel safe and happy.
- D. The author had a conversation with a dog expert who was impressed by how well behaved his dog Atticus was. When the expert asked about the kind of training the dog had received, she was surprised to learn that Atticus had not been formally trained.

Read the next two selections. Then choose the best answer to each question.

Of Feathers, Fat, and Freezing

by Donna De Voe DiFolco

- 1 It's winter. Forty degrees below zero. How do you stay warm? How do you *survive*?
- 2 Now imagine you are only as big as a person's thumb and weigh no more than a graham cracker. That's about the size of black-capped chickadees. These friendly little birds are often seen at bird feeders throughout the winter. They are plump-looking critters, with black, white, and gray feathers, and they live year-round in the forests of North America, from Alaska through Canada and across the northern states. Since they do not migrate to the tropics when the thermometer drops below freezing, black-capped chickadees have adapted to the cold in amazing ways.
- 3 Chickadees living near Fairbanks, in interior Alaska, experience -30° to -40°F on a regular basis, with temperatures sometimes plunging to -60°F or colder. Birds have a body temperature of about 104°F . This means that sometimes there is well over a 100-degree difference between a chickadee's body and the air temperature only an inch away.
- 4 Like all birds, chickadees have feathers, so in a sense, they wear little down parkas all the time. The colder the temperature, the more they fluff their feathers by sticking them out, away from their bodies. Feathers are the perfect insulation, trapping air between them and acting as a barrier between the cold outdoor weather and the birds' bodies.
- 5 Chickadees can fluff their feathers out to an inch thick—wider than their own bodies—to protect themselves against the cold. At extreme temperatures, they look like round, feathery balls.



6 But chickadees don't have feathers on their legs or feet, so how do they keep their tiny toes warm? They don't. Without any feathered insulation, heat would quickly be lost and much energy wasted in attempting to keep their toes as warm as the rest of the body. So they allow their feet to cool to just above freezing. This way, the rest of the chickadee doesn't get cold by having cold blood returning to the body from its legs.

7 But even such energy efficiency by itself is not enough to survive the frigid winter days. In the same way that we must burn more fuel in the winter to keep our houses warm, chickadees also need more fuel to stay warm. And what sort of fuel do chickadees burn? Food. As the days shorten, the temperature drops, and since chickadees forage only during daylight hours, they have the least amount of time to eat during the season when they need the most fuel. As soon as there is enough light to see by, they spend all of their time finding and eating as much food as possible until the light fades.

8 Chickadees begin preparing for winter while the green leaves of summer are still on the trees. They stash away bugs, seeds, or fat from dead animals, tucking these morsels into crevices in tree bark. The higher the fat content the better, since calories—the units of energy in food—are concentrated in fats.

9 To a chickadee, body fat is fuel. Since they don't have crops in which they can store food to eat later, they must eat enough each day to survive the long, 18-hour night. By feasting on fatty foods, chickadees can increase their body weight by about 8 to 10 percent—which would be like a 100-pound kid gaining 8 to 10 pounds in one day. Increasing their body fat during the day is like stoking the fire before going to bed. Throughout the night chickadees burn their recently accumulated fat, and by the next morning, none is left.

10 Even with their feathered insulation and daily storing away of fat, chickadees must still conserve as much energy as possible at night. They do not roost together in flocks as some birds do but spend the night alone. As darkness falls they cram themselves into little hollows in the trees. Once settled, they lower their body temperature, just as we lower the thermostat in our houses to save energy at night.

11 Although fragile in many ways, the tiny black-capped chickadee shows how tough it really is by surviving the bitterly cold winters of northern North America. The next time you see a chickadee visiting your bird feeder, just think, could you survive out there?

"Of Feathers, Fat, and Freezing" by Donna De Voe DiFolco, January 2012. Copyright © 2014 by Cricket Media.

Chickadee's Song

by Joyce Sidman

1 From dawn to dusk in darkling air
we glean and gulp and pluck and snare,
then find a roost that's snug and tight
to brave the long and frozen night.

5 We fluff and preen each downy feather,
Sing *fee-bee*—and laugh at the weather!
For if we're quick and bold and clever,
winter's chill won't last forever.

The sun wheels high, the cardinal trills.

10 We sip the drips of icicles.
The buds are thick, the snow is slack.
Spring has broken winter's back.

Quick and bold and brave and clever,
we preen and fluff each downy feather.

15 Sing *fee-bee*—laugh at the weather—
for winter doesn't last forever!

"Chickadee's Song" from *Winter Bees & Other Poems of the Cold* by Joyce Sidman. Text copyright © 2014 by Joyce Sidman. Reprinted by permission of Houghton Mifflin Harcourt Publishing Company. All rights reserved.

20. Use the first selection to answer the following question.

The word accumulate comes from the Latin *cumulus*, which means “a pile.”
What does accumulated in paragraph 9 mean?

- A. Lost
- B. Awakened
- C. Warmed
- D. Gathered

21. Use the first selection to answer the following question.

What is the author’s primary purpose in writing the selection?

- A. To provide information about the best locations for chickadees to live in order to survive
- B. To describe the ways chickadees have adapted to be able to stay alive in cold climates
- C. To communicate the problems chickadees encounter as a result of their small size
- D. To explain how the feathers of chickadees function in different environments

22. Use the first selection to answer the following question.

Which sentence best supports the idea that chickadees take action to keep their bodies warm at night?

- A. *This means that sometimes there is well over a 100-degree difference between a chickadee's body and the air temperature only an inch away. (paragraph 3)*
- B. *Without any feathered insulation, heat would quickly be lost and much energy wasted in attempting to keep their toes as warm as the rest of the body. (paragraph 6)*
- C. *Since they don't have crops in which they can store food to eat later, they must eat enough each day to survive the long, 18-hour night. (paragraph 9)*
- D. *They do not roost together in flocks as some birds do but spend the night alone. (paragraph 10)*

23. Use the first selection to answer the following question.

What is the best summary of the selection?

- A.** Chickadees may be small birds, but they are very strong and intelligent. Unlike other birds, chickadees do not migrate in the winter. Instead, they enjoy staying in cold climates such as Alaska, even though the temperature can be much colder than their bodies.
- B.** Chickadees are tiny birds that can be found in extremely cold climates. To stay warm, they rely on fluffing their feathers, eating lots of food, and using the nights for sleeping. They have found many ways to protect their bodies from becoming too cold.
- C.** When the winters grow colder, chickadees spend time fluffing their feathers. The colder it becomes, the more they fluff, so that sometimes they look like furry balls. By doing this, they are able to stay warm and protect their skin from the icy temperatures an inch away.
- D.** Many people have seen the tiny birds known as black-capped chickadees. Although these birds are only the size of a person's thumb, they have very thick feathers. They also prepare by storing food so that they can survive during long winters.

24. Use the second selection to answer the following question.

What does the imagery in lines 9 and 10 of the poem suggest about the speaker?

- A. The speaker feels concerned about how quickly the day passes.
- B. The speaker feels bothered by the dripping water.
- C. The speaker feels relieved to see another type of bird.
- D. The speaker feels encouraged by the change in weather conditions.

25. Use the second selection to answer the following question.

The actions described in the first stanza (lines 1–4) suggest that the speaker is —

- A. surprised
- B. hardworking
- C. carefree
- D. greedy

26. Use the second selection to answer the following question.

The poet's use of line length helps contribute to the poem's —

- A. change in tone
- B. vivid imagery
- C. rhythm
- D. alliteration

27. Use the second selection to answer the following question.

What does the repetition in line 6 and line 15 emphasize?

- A. The speaker's willingness to join other birds
- B. The speaker's confidence in surviving a harsh winter
- C. The speaker's cheerfulness when experiencing an unfamiliar situation
- D. The speaker's enjoyment of winter

28. Use the second selection to answer the following question.

The imagery in lines 3 and 4 of the poem creates a sense of —

- A. loneliness
- B. affection
- C. acceptance
- D. security

29. Use the second selection to answer the following question.

The rhythm and rhyme scheme used in the poem contributes to a mood of —

- A. gratefulness
- B. cheerful energy
- C. curiosity
- D. mutual respect

30. Use both selections to answer the following question.

What do **both** the selection and the poem describe?

- A. Methods that chickadees use to stay warm
- B. Ways that chickadees help each other survive
- C. What chickadees must do without in harsh conditions
- D. Changes that occur inside the bodies of chickadees

31. Use both selections to answer the following question.

Which statement from the selection is best supported by the poem?

- A. *These friendly little birds are often seen at bird feeders throughout the winter. (paragraph 2)*
- B. *They are plump-looking critters, with black, white, and gray feathers, and they live year-round in the forests of North America, from Alaska through Canada and across the northern states. (paragraph 2)*
- C. *Chickadees begin preparing for winter while the green leaves of summer are still on the trees. (paragraph 8)*
- D. *Although fragile in many ways, the tiny black-capped chickadee shows how tough it really is by surviving the bitterly cold winters of northern North America. (paragraph 11)*

32. Use both selections to answer the following question.

Which is an action in the poem that is **not** described in the selection?

- A. Storing food in tree bark
- B. Allowing feet to become cold
- C. Drinking water from icicles
- D. Burning fat all night long

33. Use both selections to answer the following question.

The selection is **different** from the poem in that the poem describes how the chickadee —

- A. realizes that winter is coming
- B. spends time collecting food
- C. tends to become hungrier as it gets colder
- D. becomes aware that winter is finally ending

34. Use both selections to answer the following question.

What do **both** the selection and the poem reveal about the chickadee?

- A. It is more active in summer than in winter.
- B. It is curious about its surroundings.
- C. It is adapted to its environment.
- D. It is capable of changing its body temperature.

Read the selection and choose the best answer to each question.

Quite an Achievement!

- 1 On a hot, sunny afternoon in Tempe, Arizona, a construction manager instructs a work crew to begin installing a set of solar panels at a local business. In Milwaukee, Wisconsin, a banker chooses a new house with the help of a real estate agent. In Wilmington, Delaware, people crowd into a seminar designed to help them understand how to save for a new car. These activities all seem rather ordinary until you look more closely. All the people involved are under the age of 14. They and thousands like them are participating in an organization called Junior Achievement (JA).
- 2 Founded in 1919, Junior Achievement works with more than 9 million young people around the world, helping them “dream big” and teaching them the skills they need to be successful businesspeople, effective money managers, and productive members of their community. The program is run largely by volunteers from area businesses and universities, parents, and senior citizens—all of whom believe in the potential of young people.
- 3 In the program students in fourth through sixth grade become citizens of JA BizTown, where they learn how to run a city. Students use a portion of their school day to learn about business strategies and the roles of workers and city leaders. Then they create and oversee the management of a simulated city made up of a bank, businesses, restaurants, and retail stores. It is not unusual to see a BizTown student wearing a hard hat and learning about construction or interviewing for a job with actual business owners. BizTown students become managers, clerks, and customers. They even pay taxes and elect their own mayor. They also make their own laws and must abide by them or else pay fines. These students don’t just learn about how a town works—they make real-life decisions that affect what goes on in their town. Pershing Elementary School teacher Luz Pineda is an advocate of BizTown. “This program prepares children for the future,” she said. “This shows them what will really happen when they’re adults.”



Students perform job-related tasks at one of the many JA BizTown locations.

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- 4 Junior Achievement also provides middle and high school students with a challenging program called JA Finance Park. Each student is assigned an age, a job, a salary, and a family. They must create a personal budget and plan a career that will help them meet their goals and live within their budget. JoAnn Goldberger, senior director of strategic partnerships for Junior Achievement of Central Maryland, states, "We teach them how to save for the future on whatever budget they have. Maybe they can't afford that mansion with a pool. Maybe a sports car isn't really feasible when you have three kids. Not everybody can be Justin Bieber." Finance Park is designed to ensure the real-world experience is real indeed. An "unlucky chance card" can assign a student a flat tire or a broken air conditioner, training them to plan for and solve the kinds of problems their parents encounter every day.
- 5 By taking part in Junior Achievement, students learn not only the importance of choosing a career and managing their finances but also the skills needed in order to be successful in doing so. Junior Achievement teaches students skills and concepts such as preparing for a job interview, understanding how officials are elected, analyzing the steps to opening a business, and paying taxes. It also allows students to experience the value of giving through volunteer work and community service.



These students are learning how to own and operate a JA BizTown business.

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- 6 The concepts taught in BizTown and Finance Park have proved so popular that they are now being included in Scouting programs, preschools, and summer camps. Partnering with Junior Achievement, both Girl Scouts and Boy Scouts now offer badges for learning money management and investment skills. Suzanne Harper, national program director of the Girl Scouts, is pleased that even kindergarten-aged Scouts can learn how to earn money. Imagine children learning to buy and trade stocks at a Scout meeting! Finance is not just for grade-school students and teens, either. The financial literacy encouraged by Junior Achievement has even inspired other programs to offer similar resources. In San Francisco a new library opened recently with a preschool program that offers books about money management for children as young as three years old. This program is praised by people like Lori Mackey, founder of a financial literacy website for children. Mackey strongly believes that financial skills are as critical as basic reading skills for young children.
- 7 Even summer camp is not just about swimming and crafts anymore. BizTown operates a nationwide summer camp where students ages 10 to 14 come from across the country to work together and, along with their teachers, create and manage a simulated economy. For those who can't attend the camp, many communities offer free local summer camps that teach the same skills.
- 8 Growing up and entering the "real world" is a challenge everyone must face. Thanks to Junior Achievement, students can be prepared. By practicing financial skills and learning good community habits, students in Junior Achievement gain valuable experience that will last a lifetime.

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35. The Latin root *vocare*, meaning “to call,” helps the reader understand that the word advocate in paragraph 3 means one who —
- A. studies other people
 - B. provides support
 - C. controls a group of people
 - D. offers motivation
36. The author includes quotations in paragraphs 3 and 4 in order to —
- A. recognize the contributions volunteers have made to Junior Achievement
 - B. demonstrate that many adults support the work Junior Achievement does
 - C. show that successful adults participated in Junior Achievement as students
 - D. inspire students to become involved with Junior Achievement

37. How does paragraph 5 help inform the reader about Junior Achievement?
- A. By summarizing the benefits of participating in Junior Achievement
 - B. By emphasizing the changes Junior Achievement has made in order to meet the demands of modern life
 - C. By explaining how community members assist in organizing Junior Achievement programs
 - D. By showing how important it is for teachers to motivate students to participate in Junior Achievement programs
38. Which sentence suggests that Junior Achievement students will be well prepared to join the working world?
- A. *In San Francisco a new library opened recently with a preschool program that offers books about money management for children as young as three years old.*
 - B. *Growing up and entering the "real world" is a challenge everyone must face.*
 - C. *It is not unusual to see a BizTown student wearing a hard hat and learning about construction or interviewing for a job with actual business owners.*
 - D. *The program is run largely by volunteers from area businesses and universities, parents, and senior citizens—all of whom believe in the potential of young people.*

- 39.** The author organizes the selection by —
- A.** comparing Junior Achievement’s benefits with those gained by Scouting or attending summer camp
 - B.** explaining what Junior Achievement does by giving in-depth examples of its programs
 - C.** detailing how volunteers contribute to Junior Achievement’s overall goal
 - D.** describing how Junior Achievement has changed since it first started offering programs
- 40.** The reader can conclude that Junior Achievement, Girl Scouts, and Boy Scouts all share which belief?
- A.** Every child should have the opportunity to attend summer camp.
 - B.** Students of all ages are capable of owning their own businesses.
 - C.** Many people buy more things than they can afford.
 - D.** Managing a personal budget is a necessary skill.

41. The main goal of Junior Achievement is to —

- A.** involve students in their local city government
- B.** help students earn money while attending school
- C.** allow students to improve businesses in their community
- D.** prepare students for adult responsibilities

42. Which idea in the selection do the photographs support?

- A.** Junior Achievement activities occur during regular school hours.
- B.** Students in Junior Achievement programs can ask adults for help if necessary.
- C.** The younger that children are, the more they benefit from Junior Achievement programs.
- D.** Junior Achievement activities are designed to give students hands-on experience.

