

Name: _____ Date: _____

FCPS ELA 7 Standard Benchmark 2

Read the selection. Then, choose the best answer to each question

Selection 1: An Afternoon With Young Abe

- 1 It was late afternoon—I was wrapping a package up for fussy old Mrs. Grayson, when I heard my Pap’s voice boom: “Afternoon, Young Mr. Lincoln! How are you getting on?”
- 2 I heard the slow murmur of Lincoln as he talked with my father. Then I heard them both laugh. His name weren’t really Young Mr. Lincoln—that’s just what Pap called him. He did have a first name: Abraham, though everyone called him Abe. The townspeople talked about him—they said he did not like to work much, but would rather keep his nose stuck in a book. He weren’t lazy—if that’s what you’re thinking. It was just he liked learning. But when it came to using an axe, well, then he was a sight to behold. Those long old arms swung that axe like he was swinging a stick. But you can bet as soon as his chores were done, his nose would be back in a book.
- 3 After Mrs. Grayson checked her package to make sure I had knotted the string properly, she left. I wandered over to the counter.
- 4 “Young Mr. Lincoln here is off to Illinois, Maddie,” said my father as he busied himself searching for items from a list Abe had given him.
- 5 “Really? Why? I mean, where are you going?” Suddenly I felt sad. I liked Abe.
- 6 “Family is headed to Illinois—think a new start might be in order. I guess they like the challenge of working new land. Me—not so much, but I’m needed to clear land.”
- 7 “What would you rather be doing?” inquired my Pap. He always asks too many questions. But I figure he has to. As the owner of the general store, he is the one who everyone depends on for information—or gossip, I thought.
- 8 “Me? I dunno” said Abe. “I think if I could go to a real school, I would be pretty happy . . . but there is just too much to do.” His voice trailed off. He looked sad for a moment, but then looked at me and said, “Say, Maddie, if it’s okay with your Pap, how about you come on down and see the flatboat we’re taking? I made it myself.”
- 9 I looked at Pap—he nodded, but warned me not to stay too late. I shed my apron and was running to keep up with Abe’s long strides as we made our way to the wharf. He helped me onto the boat like I was a real lady.
- 10 We took a seat on the boat he’d made himself. “The sun’s going down,” I said.

- 11 Abe replied, “That’s not so; it don’t really go down; it seems so. The earth turns from west to east, see,” and here he motioned with his huge hands the movement of the earth and sun, “and the spinning of the earth carries *us* under. So really, *we* do the sinking, as you call it.”
- 12 I thought that was the craziest thing I ever heard. I laughed and replied, “Abe, what a fool you are!”
- 13 He turned and gave me a lazy old smile. “Why, Maddie,” said he, “don’t let that get around.”
- 14 “Oh you,” I said in mock anger. “I think I might miss you, Mr. Abe Lincoln. But I sure hope you get to go to a real school someday. I think you might actually appreciate it.”
- 15 Abe stretched his long arms and looked out at the water. “Hard to tell what might be in store for anyone. But a feller can dream.”
- 16 “Yes, a feller can dream.” Together we just watched as the sun continued to sink into the river, as if the water would swallow it. For me, I was thinking of what might lay ahead for Abe and how much I would miss him. I knew he wasn’t a fool—but he wasn’t one of us either. I suspected right then that Mr. Lincoln was bound for bigger, even greater things.

Selection 2: *from* The Every-day Life of Abraham Lincoln

by Francis Fisher Brown

Just before the river expedition, Lincoln had walked with a young girl down to the river to show her his flatboat. She relates a circumstance of the evening which is full of significance. “We were sitting on the banks of the Ohio, or rather on the boat he had made. I said to Abe that the sun was going down. He said to me, ‘That’s not so; it don’t really go down; it seems so. The earth turns from west to east and the revolution of the earth carries us under; we do the sinking, as you call it. The sun, as to us, is comparatively still; the sun’s sinking is only an appearance.’ I replied, ‘Abe, what a fool you are!’ I know now that I was the fool, not Lincoln. I am now thoroughly satisfied that he knew the general laws of astronomy and the movements of the heavenly bodies. He was better read than the world knows or is likely to know exactly. No man could talk to me as he did that night unless he had known something of geography as well as astronomy. He often commented or talked to me about what he had read—seemed to read it out of the book as he went along. He was the learned boy among us unlearned folks. He took great pains to explain; could do it so simply. He was diffident¹, too.”

¹ **Diffident** bashful, meek, humble, timid

1. **Reread the paragraphs from Selection 1, which is fiction, and Selection 2, which is nonfiction.**

11 Abe replied, "That's not so; it don't really go down; it seems so. The earth turns from west to east, see," and here he motioned with his huge hands the movement of the earth and sun, "and the spinning of the earth carries us under. So really, we do the sinking, as you call it."

12 I thought that was the craziest thing I ever heard. I laughed and replied, "Abe, what a fool you are!"

13 He turned and gave me a lazy old smile. "Why, Maddie," said he, "don't let that get around."

'The earth turns from west to east and the revolution of the earth carries us under; we do the sinking, as you call it. The sun, as to us, is comparatively still; the sun's sinking is only an appearance.' I replied, 'Abe, what a fool you are!' I know now that I was the fool, not Lincoln.

How does the first passage compare to the second?

- A. The fiction passage suggests that Lincoln's neighbors didn't think he was destined for greatness.
- B. The nonfiction passage makes Lincoln seem more scientifically knowledgeable than he probably was.
- C. Both passages refer to different, yet similar, historical interactions between Lincoln and his neighbors.
- D. Both passages use the same historical incident to demonstrate an element of Lincoln's character.

2. **Which statement best describes the relationship between the two passages?**

- A. The author of Selection 1 used the details in the historical account to craft an imaginary scene between Lincoln and the young girl.
- B. The author of Selection 2 accurately described the events as they took place in real life, while Selection 1 took liberties with Lincoln's timeline.
- C. The author of Selection 2 wanted to preserve Lincoln's privacy, while the author of Selection 1 wanted to tell more intimate details about his life.
- D. The author of Selection 1 is more concerned with sharing details about the narrator's life as a nineteenth-century woman than Lincoln's historical importance

3. Read the following sentence from Selection 1.

The townspeople talked about him—they said he did not like to work much, but would rather keep his nose stuck in a book.

What does use of the phrase “nose stuck in a book” suggest about what the townspeople thought of Abraham Lincoln?

- A. They admired his love of reading and encouraged him.
 - B. They thought maybe he should read less and work more.
 - C. They thought that he was silly for looking for answers in books.
 - D. They thought that he was rude for ignoring the people around him.
- 4. How does the use of dialogue in Selection 1 contribute to the development of Abe Lincoln’s character?**
- A. It reveals his reluctance to help his family with manual labor.
 - B. It shows his sense of humor and his love for learning.
 - C. It demonstrates his strong relationship with his father.
 - D. It highlights his skills in building and craftsmanship.
- 5. How does the narrator’s perspective in Selection 1 on Abe differ from the townspeople’s perspective?**
- A. The narrator sees Abe as lazy and uninterested in work, but the townspeople respect his hard work.
 - B. The narrator admires Abe’s love for learning, but the townspeople think he’s lazy for preferring books over work.
 - C. The narrator doesn’t care about Abe, and the townspeople are critical of him.
 - D. The narrator thinks Abe is destined for greatness, while the townspeople see him as another worker.
- 6. How does the narrative form used in the Selection 1 contribute to the meaning?**
- A. It provides a justification to the reader for why a historical event happened the way that it did.
 - B. It reveals details to the reader that explain what motivated Abraham Lincoln to become president.
 - C. It allows the reader to experience a famous person in history from the perspective of someone who participated in it.
 - D. It presents the characters involved in a historic event in a way that encourages the reader to sympathize with them.

7. **How does the author structure the text to highlight Lincoln's knowledge and personality?**
- A. By starting with a description of the river expedition and ending with Lincoln's detailed explanation of astronomy.
 - B. By presenting a dialogue between Lincoln and a young girl that reveals his knowledge and humility through her reflections.
 - C. By listing facts about Lincoln's early life and education in a chronological order.
 - D. By focusing on Lincoln's accomplishments as an adult and mentioning his early experiences briefly.
8. **What would Selection 2 contribute to a text that focuses on how people remembered Lincoln as a person?**
- A. They provide a factual account of Lincoln's education.
 - B. They highlight how Lincoln was perceived as unlearned by his peers.
 - C. They emphasize Lincoln's ability to simplify complex concepts and his humility in sharing his knowledge.
 - D. They criticize Lincoln for being overly focused on academic knowledge.
9. **What is the author's perspective in Selection 2 on Lincoln's knowledge and personality as reflected in the passage?**
- A. The author views Lincoln as an unlearned boy who only pretended to understand complex subjects.
 - B. The author admires Lincoln's deep understanding of astronomy and geography, and highlights his ability to explain these subjects simply.
 - C. The author criticizes Lincoln for focusing too much on scientific knowledge and not enough on practical skills.
 - D. The author is neutral, merely presenting facts without any judgment on Lincoln's knowledge and personality.
10. **What effect does the girl's initial reaction to Lincoln's explanation have on the reader's understanding of Lincoln's environment?**
- A. It illustrates that Lincoln was surrounded by people who shared his intellectual interests.
 - B. It suggests that Lincoln's community did not appreciate or understand his advanced knowledge.
 - C. It implies that Lincoln often exaggerated his understanding of scientific concepts.
 - D. It shows that Lincoln was only interested in impressing others with his knowledge.

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

Selection 1: Close the Pool

- 1 The County Commissioner should close the public pool. Our town is running out of money, and paying for a public pool is a luxury the town can no longer afford. Without spending the large amount of money it costs to maintain a public pool, the community could hire more police to keep our town safer. Everyone knows that the police have a more positive effect on a town than a public pool.
- 2 Most kids would rather play video games indoors than go to a public pool. The recent survey conducted by the Bradford County School District of kids 10 to 16 years old showed that 48% of them identified video games as their favorite leisure activity. This percentage has risen each year for three years. Given that trend, the pool will be less popular each year. People who claim the pool gives kids something to do together forget that kids get bad ideas from each other, so kids who go to the pool may cause problems. They may cook up mischief and trouble, which leads to things like graffiti or vandalism, adding further costs to our town.
- 3 Public pools are giant Petri dishes. NIH researcher Elizabeth A. Grice, PhD, and colleagues at the National Human Genome Research Institute reported that there are 100 times more kinds of bacteria in healthy skin than previously known. So why would we want all those bacteria in one pool of water? When a lot of people get in the same water, they are at risk from all the floating germs and bacteria in the water. Getting rid of the pool will most likely reduce the number of diseases caught in our town.
- 4 A public pool is a luxury our town cannot afford. Close the pool now!

Selection 2: Preserve the Pool!

- 1 It would be a mistake for the Commissioner to close the pool. Putting money toward the pool's upkeep is worth the cost because of all the benefits there are to the town. Families socialize at the pool, and a close-knit community looks out for one another, creating less need for police. Having a place for citizens to get to know each other is more important than hiring more police.
- 2 On the Bradford County School District survey this year, 32% of students cited socializing with friends as their favorite activity and 20% preferred outdoor activities. That's a combined total of more than half of kids. The pool is the ideal location for those 52% of students who want to hang out with friends and do outdoor activities. If you want kids to cause trouble, closing the pool would be the way to do it! That same survey shows that 48% of kids ages 10 to 16 identify video games as their favorite leisure activity. Kids who sit alone playing video games end up frustrated and bored. They eventually go out looking for

something to do with other kids. If there's nowhere for them to gather, they end up causing trouble. They damage property that is expensive for the city to repair and clean up. Police may need to become involved—and then we may really need to hire more officers! These costs are greater than keeping the pool open. Kids need a place to congregate besides the streets, a place where they can have active fun together in ways that don't cause trouble for anyone.

- 3 The pool makes people healthier. Swimming is great exercise for all ages, and exercise is necessary for good health. There is no evidence that there is a disease problem due to the public pool. Germs and bacteria are eliminated with competent upkeep using chlorine to keep the water clean. In addition, alkalines or acids are added as needed to ensure the proper pH balance, guaranteeing that the chlorine works effectively and that the water is not irritating. Mary Ostrowski, director of chlorine issues for the American Chemistry Council in Washington, D.C., says, "In a properly maintained pool, any risk is likely to be very small."
- 4 The benefits of having a pool are too many to lose. The pool must stay open!

11. Read the following sentence from paragraph 3 of Selection 1.

Public pools are giant Petri dishes.

A Petri dish is a shallow glass bowl used by scientists to grow cultures of bacteria or other microorganisms for study. Given this information, choose the answer that best explains the figurative meaning of this sentence. Base your answer on the context of the passage.

- A. Pools are places where scientists can experiment.
- B. Pools are places where germs live and grow.
- C. Pools are as clear and round as a glass bowl.
- D. Pools are places where people can learn.
- 12. Which answer choice best explains the connotation of *Petri dish* in the sentence in Question 11 and its impact on the writer's meaning and tone?**
- A. The term has positive connotations. It suggests that public pools are like educational experiments and adds a tone of excitement.
- B. The term has negative connotations. It suggests that public pools are like risky experiments and adds a tone of disgust.
- C. The term has negative connotations. It suggests that public pools are like risky experiments and adds a tone of outrage.
- D. The term has negative connotations. It suggests that public pools are like impersonal laboratories and adds a tone of disgust.

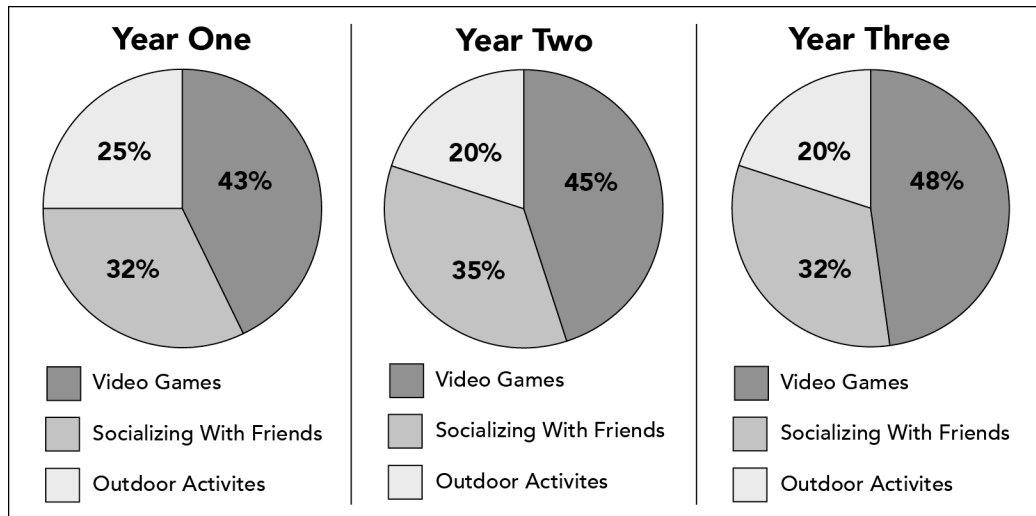
13. According to Selection 2, what impact would closing the pool have on police?

- A. It would allow police officers to work fewer hours.
- B. It would encourage the community to get to know the police better.
- C. It would allow the town to decrease the size of the police department.
- D. It would result in an increase in incidents requiring police involvement.

14. Which of the following describes the point of view held by the author of Selection 1?

- A. The author sees the pool as extravagant and harmful.
- B. The author believes swimming is a dangerous activity.
- C. The author thinks local kids do not behave well enough to enjoy a luxury such as a pool.
- D. The author believes that kids should be playing outdoors instead of playing video games.

15. The following chart shows the percentages of young people aged 10 to 16 surveyed who preferred each of a given type of activity. The chart was developed for use in a multimedia presentation about the pool issue. Review the chart.



What is one difference in the way this information is presented in the chart compared to its presentation in Selection 2?

- A. Selection 2 provides more detailed information than the graphic can provide. For example, the text indicates how percentages of students who prefer certain activities have changed over time.
 - B. Selection 2 provides more detailed information than the graphic can provide. For example, the text indicates that the top activities preferred by students are video games, socializing with friends, and outdoor activities.
 - C. Selection 2 provides interpretations of the information that the graphic does not provide. For example, the author of the text points out that 48 percent of kids prefer video games to other activities.
 - D. Selection 2 provides interpretations of the information that the graphic does not provide. For example, the author of the text points out that the percentages of young people interested in activities other than video games, when combined, is greater than the percentage of those interested in video games.
16. **In Selection 2, which of the following claims is most in need of additional supporting evidence?**
- A. Exercise is necessary for good health.
 - B. Pools are not major factors in the spread of the disease.
 - C. Many kids rank socializing with friends as their favorite activity.
 - D. Kids who play a lot of video games alone get bored and need a place to gather.

- 17. Which of the following best compares or contrasts how the authors of Selection 1 and Selection 2 address a similar topic?**
- A. Both authors point out that 48% of kids prefer video games as a favorite leisure and present ways of trying to reduce that.
 - B. Both authors argue that the town needs more police officers. However, they present different ways of achieving that goal.
 - C. The author of Selection 1 argues that the town needs more police officers. Meanwhile, the author of Selection 2 argues that a pool would reduce the need for police officers.
 - D. The author of Selection 1 argues that the percentage of kids who prefer playing video games is relatively low. The author of Selection 2 argues that this percentage is too high.
- 18. In "Close the Pool," which claim is supported by the evidence that "48% of kids ages 10 to 16 identified video games as their favorite leisure activity"?**
- A. The pool is a health hazard due to bacteria.
 - B. Most kids prefer playing video games indoors to going to the public pool.
 - C. The town cannot afford to maintain the public pool.
 - D. Kids who go to the pool may cause problems.
- 19. How do the two authors differ in their interpretations of the impact of the public pool on community health?**
- A. The author of "Close the Pool" argues that the pool spreads diseases, while the author of "Preserve the Pool!" claims that the pool is properly maintained and poses little health risk.
 - B. The author of "Close the Pool" believes that exercise at the pool is beneficial, while the author of "Preserve the Pool!" insists that children prefer video games.
 - C. The author of "Close the Pool" claims that the pool increases community health, while the author of "Preserve the Pool!" states that it decreases health.
 - D. The author of "Close the Pool" mentions the benefits of chlorine, while the author of "Preserve the Pool!" emphasizes the dangers of chlorine.
- 20. What would be the best graphic to add to Selection 1 to support the author's claim?**
- A. A diagram of the parts of a bacterial cell
 - B. A line graph showing the increase of role-playing games on the market over the past two decades
 - C. A bar graph comparing pool costs to current costs of city expenditures (police salaries, recreation costs, library costs, etc.)
 - D. A timeline of the history of public pools

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

A Long-Awaited Meeting

- 1 The werlach mothership hung like a fabulous gold and crystal chandelier against the vast black curtain of space, silently spinning. I felt as if I were in a great theater, waiting for the lights to dim and the curtain to rise. Who knew what story might be told? As if on cue, the aliens' transport shuttle detached from the mother ship and started toward our space station. I began to prepare the station crew to greet them.
- 2 The shuttle floated closer. "Something's not right," I muttered. "They told us that they were sending a delegation of over thirty werlach, but that ship is barely large enough to hold four adult humans. Gregg, did you calibrate our digital translators again? Maybe they mistranslated the message."
- 3 "Yes, sir," said Lieutenant Gregg. "I adjusted the translators, and they check out just fine."
- 4 "Well, maybe what we thought was their shuttle is just a probe."
- 5 "With all due respect, sir," said Lieutenant Gregg, "what if we are looking at this from the wrong end? What if thirty werlach could fit in that ship?"
- 6 "Impossible," I snapped. "You saw the pictures. These are big creatures."
- 7 "Sure," said Lieutenant Gregg, "the aliens look big in the video images we received. They are as tall as the trees around them, but how tall are those trees?"
- 8 "Sir, one minute until contact," interrupted the watch officer.
- 9 We gathered in the official reception area and held our breaths as the aliens' vessel docked with our station, gentle as a butterfly landing on a flower. The hatch portal unfolded like the delicate wings of an insect emerging from a cocoon. Indeed, a new age was being born with the arrival of this ship. Life would change for all of us, whether or not we wanted it to. A small platform extended through the hatch down to the deck. The aliens began to descend.
- 10 Gregg was right, I thought, chuckling with astonishment at the sight of the aliens. Thirty werlach can indeed fit inside that tiny shuttle, with room to spare. Suddenly, Petty Officer Chen gave a gasp and pointed—but not at the aliens. Tail twitching, Jeffrey the cat silently glided toward the shuttle. In about twenty seconds, he would make contact with the werlach. Earlier, the idea of Jeffrey and the aliens meeting would have made me laugh. Now, the idea made me want to scream.

21. Read these sentences from the selection, which help describe the setting.

The *werlach* mothership hung like a fabulous gold and crystal chandelier against the vast black curtain of space, silently spinning. I felt as if I were in a great theater, waiting for the lights to dim and the curtain to rise. Who knew what story might be told?

The author uses figurative language in these sentences to suggest that:

- A. The lighting in outer space is unusual.
 - B. The extent of outer space is enormous.
 - C. Outer space holds glories and mysteries.
 - D. Outer space presents dangers and risks.
22. Read these sentences from paragraph 9 of the selection

We gathered in the official reception area and held our breaths as the aliens' vessel docked with our station, gentle as a butterfly landing on a flower. The hatch portal unfolded like the delicate wings of an insect emerging from a cocoon.

The language in these sentences creates a mood of –

- A. anticipation and wonder.
 - B. confusion and mistrust.
 - C. anxiety and regret.
 - D. joy and pride.
23. How does the narrative form used in the excerpt contribute to the meaning?
- A. It shows the crew's casual attitude towards the meeting.
 - B. It builds suspense by gradually revealing the crew's concerns.
 - C. It presents a series of confusing unrelated events.
 - D. It emphasizes the crew's confidence and certainty about their understanding of the aliens.
24. How does the arrival of the shuttle most influence the narrator?
- A. by becoming increasingly confident and dismissive of the aliens' capabilities.
 - B. by becoming concerned, especially regarding Jeffrey the cat being hurt.
 - C. by staying uninterested in the aliens.
 - D. by becoming scared and calling off the meeting with the aliens

Passage Lexile Range

Grade 7 Band: 925L - 1235L

- An Afternoon with Young Abe **610L - 800L**
- From The Every-day Life of Abraham Lincoln **610L - 800L**
- Close the Pool **1010L - 1200L**
- Preserve the Pool! **1010L - 1200L**
- A Long-Awaited Meeting **810L - 1000L**

Answer Key

1. D - RI.7.9
2. A - RI.7.9
3. B - RL.7.4
4. B - RL.7.3
5. B - RL.7.6
6. C - RL.7.5
7. B - RL.7.3
8. C - RI.7.3
9. B - RI.7.3
10. B - RI.7.3
11. B - RI.7.4
12. B - RI.7.4
13. D - RI.7.8
14. A - RI.7.6
15. D - RI.7.7
16. D - RI.7.8
17. A - RI.7.9
18. B - RI.7.8
19. A - RI.7.9
20. C - RI.7.7
21. C - RL.7.4
22. A - RL.7.4
23. B - RL.7.5
24. B - RL.7.3