



New York State Testing Program

English

Language Arts Test

Book 1

Grade

7

April 26–28, 2010

Name _____

TIPS FOR TAKING THE TEST

Here are some suggestions to help you do your best:

- Be sure to read carefully all the directions in the test book.
- Plan your time.
- Read each question carefully and think about the answer before choosing or writing your response.

Acknowledgments CTB/McGraw-Hill LLC is indebted to the following for permission to use material in this book:

Excerpt from “The Dolphin Mystery” by Diane E. Hall from *Hopscotch* Magazine’s June/July 2004 issue, copyright © 2004 by Bluffton News Publishing and Printing Company. Used by permission.

Adaptation of “The Amazing Mr. Gilbert” by Shirley A. Nelson from *Boy’s Quest* Magazine’s April/May 2006 issue, copyright © 2006 by Bluffton News Publishing and Printing Company. Used by permission.

Photograph of boy playing with erector set (Image No. 59668), copyright © Steve Chenn/Corbis. Used by permission.

“Walking Weather” by Nancy Sweetland from *Ranger Rick* Magazine’s April 1999 issue, copyright © 1999 by the National Wildlife Federation. Used by permission.

Photograph of South Africans walking in the rain (Image No. TL007938), copyright © by David Turnley/Corbis. Used by permission.

Excerpt from *The World in Grandfather’s Hands* by Craig Kee Strete. Copyright © 1995 by Craig Kee Strete. Used by permission of Houghton Mifflin Harcourt Publishing Company.

Photograph of Granny Smith Apples (Image No. 42-15594147), copyright © Cabannes/PhotoCuisine/Corbis. Used by permission.

“Alejandra Ospina” from *Seen and Heard: Teenagers Talk about Their Lives* by Mary Motley Kalergis, copyright © 1998 by Mary Motley Kalergis. Used by permission of Verve Editions.

“Kids CAN!” by Patricia Bridgman from *Highlights for Children* Magazine’s September 2005 issue, copyright © 2005 by Highlights for Children, Inc., Columbus, Ohio, photograph of hot-air balloon structure courtesy of Deanna Dikeman. Used by permission.

All brand and product names found in this publication are the trademarks of their respective companies and are not associated with the publisher of this publication.



Reading***D***irections

In this part of the test, you will do some reading and answer questions about what you have read. For the multiple-choice questions, you will mark your answers on the answer sheet. For questions 27 and 28, you will write your answers directly in the test book.

Go On

Directions

Read this passage. Then answer questions 1 through 6.



The Dolphin Mystery

by Diane E. Hall

Hallie is a 12-year-old volunteer who works with dolphin trainers at a sea life park. She makes sure the tanks are free of any items so that the trainers can train the dolphins to retrieve specific items. However, one of the dolphins, Maya, has presented Hallie with a candy wrapper from the tank. Kathy, the trainer, tells Hallie she needs to be more careful when she cleans the tanks. Upset by this event, Hallie tells her mother, the park's veterinarian, what has happened.

"Don't get discouraged, Honey," Mom said, comforting her with a hug. "It sounds as if you have a bit of a mystery to solve. Maya's getting those things from somewhere. Maybe you should do a little spying on her."

During the ride home, Hallie thought about what her mom had said. When supper was over and the dishes were put away, Hallie went to her room to think some more. By the time she went to bed, she knew exactly what she was going to do.

The next morning, Hallie arrived at the park early. She put on her scuba gear and jumped into the tank for her usual, underwater sweep. Finding nothing in the tank, she climbed out of the water just in time to see Kathy jumping in on the other side. After the conversation they had yesterday, Hallie knew what she was doing. She watched as Kathy performed her underwater search,

but Hallie wasn't surprised when she surfaced empty-handed. During the tank sweeps, Maya had been swimming playfully, but now the dolphin stopped suddenly and darted to the rear of the tank where the filter box was located. She stuck her nose down behind the box and then swam away. Hallie jumped back into the water and swam over to the rear of the tank. What was Maya doing back here? she wondered. When she looked behind the box, her question was answered. Hallie swam across the tank following Maya's path and emerged from the water to find Kathy removing her scuba gear. As Kathy turned around, her mouth dropped open. There was Maya at the edge of the tank with a comb in her mouth waiting for her treat.

"Maya! Where did you get that?" demanded Kathy, taking the comb and tossing her a fish.

Go On

“I know where she got it,” declared Hallie crawling out of the tank with a handful of items still wet from their watery, resting place.

“What’s all this?” Kathy asked, obviously confused.

“This is Maya’s secret stash,” proclaimed Hallie with a big grin. “Something strange had been going on. You didn’t think I was doing a good job, but I knew I was. I decided to spy on Maya. When you got out of the tank, she swam over to the filter box. I jumped back in to check it out. This is the stuff I found.”

From the look on Kathy’s face, Hallie knew everything was beginning to make sense.

“Do you remember the other day you said that Maya really liked her treats?” asked Kathy.

“Well, I think this was more than a training exercise for Maya. I think it was a contest and you were her opponent. Every time you found something in the tank, that meant one less fish for Maya. She couldn’t bring all the items to me at once, so she found a hiding place for them. That way you came up empty-handed, but Maya would always get her treat.”

“Okay, Maya,” said Hallie facing the dolphin, “you win! The treats are all yours.”

Maya dove to the bottom of the tank, then leapt out of the water, turning a somersault in midair. Hallie and Kathy stood there staring. Maya was smart, but had she actually understood what Hallie said? They turned and looked at each other and burst out laughing. Shaking their heads in disbelief, they reached for the bucket of fish. Maya deserved the treat.

1 This passage is told from the point of view of

- A** Hallie
- B** Kathy
- C** an outside narrator
- D** the park veterinarian

2 The author includes the scene between Hallie and her mother to suggest that Hallie may

- A** quit her job at the sea life park
- B** teach Maya how to retrieve items
- C** stop trying to figure out the mystery
- D** find an explanation for Maya’s behavior

3 Read this sentence from the passage.

From the look on Kathy’s face, Hallie knew everything was beginning to make sense.

This sentence means that Kathy

- A** had taught Maya to conceal items behind the filter box
- B** understood the situation and would no longer criticize Hallie
- C** would believe Hallie once Maya stopped hiding items
- D** thought Hallie was trying to make excuses for herself

4 How does Hallie solve the “mystery” in the story?

- A** She hides from Maya and waits for Maya to find her.
- B** She confides in Kathy and receives reassurance from her.
- C** She apologizes to Kathy and proves she can keep the pool clean.
- D** She observes Maya’s behavior and finds Maya’s collection of items.

5 Which word **best** describes Hallie?

- A** carefree
- B** determined
- C** fearful
- D** lazy

6 Read this sentence from the passage.

Hallie swam across the tank following Maya’s path and emerged from the water to find Kathy removing her scuba gear.

In this sentence, the word “emerged” means

- A** came out
- B** disappeared
- C** floated on
- D** learned

Go On

Directions

Read this passage. Then answer questions 7 through 10.

The Amazing Mr. Gilbert

by Shirley A. Nelson

“Hello, boys; make lots of toys,” said A. C. Gilbert in magazine ads for the erector set. The building set, using tiny, metal girders,¹ was popular for many years. Children made buildings, bridges, ferris wheels, and other things. In 1916, they could pay up to \$25 and have gears, wheels, and a motor to make their toys move.

Athlete, magician, inventor—Alfred Carlton Gilbert was a man of many ideas and talents. As a small boy, he couldn’t sit still. He kept trying new things. When he was 12, he started a sports club for his friends and got their school to have a field day with active games and prizes.

As he grew and practiced, he became skilled at using a punching bag, pole vaulting, pullups, long jump, wrestling, and football. After watching college men pole vaulting, A. C. took a cedar rail from a farmer’s fence, shaped it, and began to practice. The rail had no spike on the end, so he dug a hole and dropped the end of the pole into it as he made his takeoff.

Gilbert won a gold medal in pole vault at the Olympic Games in London, England, in 1908. By that time, he had a diploma in physical education and had nearly finished medical studies. He planned to be a coach. But after the Olympics, he started his first

business: making and selling magic kits. A. C. had amused friends and earned college money by doing magic tricks, so he knew what was needed.

One day, Gilbert saw workers using steel girders to build towers for power lines. That gave him the idea for the erector set. He lived in an age of invention: electric lights, the telephone, automobiles, and airplanes were all new and changing. He was a man of his time.

In 1917, the Council of National Defense thought no toys should be sold for Christmas because our country was fighting in World War I. Gilbert and other men from the Toy Manufacturers of America went to Washington, D. C., with about 40 different toys. They had 15 minutes to speak.



¹**girders:** beams used for support in buildings and other structures

This meeting was at the end of a long, hard day. Gilbert told how toys helped children learn. His helpers brought out the toys. Soon, tired government men were on the floor, playing with building sets, models of navy ships, and other toys. The time limit was forgotten; so was the Christmas toy ban.

Gilbert spent the rest of his life improving erector sets. His company made and sold the

sets, plus chemistry and other science sets and toy trains. He made items for homes, businesses, and the army. When he died in 1961, he had 150 patents for his many inventions.

But his chief joy was in helping children learn and have fun at the same time. He once said, "I have never worked on anything to make money unless it was fun too. As a matter of fact, the fun always came first."

- 7** How is this article **mainly** organized?
- A** A question is asked and then answered.
 - B** Two sides of an argument are presented.
 - C** Events are placed in the order they happened.
 - D** Events are listed from most important to least important.

- 8** Which of these statements **best** summarizes why the author considers Gilbert to be "amazing"?
- A** He invented the erector set.
 - B** He sold chemistry and science sets.
 - C** He had many different talents and abilities.
 - D** He spent many years improving his toy inventions.

- 9** According to the passage, Gilbert believed that toys
- A** helped children learn
 - B** appealed only to children
 - C** could not be sold profitably
 - D** should not be sold during wartime

- 10** Which of these facts proves that Gilbert was a talented athlete?
- A** He planned to become a coach.
 - B** He won a gold medal at the Olympics.
 - C** He earned a diploma in physical education.
 - D** He started a sports club for his friends at age 12.

Directions

Read this poem. Then answer questions 11 through 14.

Walking Weather

by Nancy Sweetland

When you are walking
to . . .
or
. . . from,
I wonder whether
You notice the weather.
When you go walking
from here . . .
to
. . . there,
Are you aware?
There's more to walking than getting somewhere!
When you walk in the rain, do you listen?
Or do you just scurry on through it?
Rain has a sound
like no other around.
Listen!—don't hurry—while it comes down.
Fog-walking's so quiet
and echoey-scary . . .
Your friends can be near you
and not even know;
Fog-feeling is soggy and creepy and blurry
and sits on your face as quiet as snow.
Springy-warm sunshine or hot summer sun,
Or cloudy-cool wind days— isn't it fun
To think while you're walking from here . . .
. . . to there,
To listen, to feel,
to become aware
Of all kinds of walks
And all kinds of weather,
and how great it is
to put them together!



- 11** What is the main idea of the poem?
- A** People should walk to get to places.
 - B** People should walk with their friends.
 - C** People should hurry and cover up when walking in rainy weather.
 - D** People should notice the sights and sounds of the weather when walking.

- 12** Which sentence describes a characteristic of this poem?
- A** It has no rhyming words.
 - B** It has an irregular rhyme pattern.
 - C** Every other line rhymes.
 - D** Every third line rhymes.

- 13** What does the poet mean when she says, “There’s more to walking than getting somewhere!”?
- A** You can get to most places faster if you run.
 - B** Walking is the slowest way to reach a destination.
 - C** You should enjoy the journey as you walk to a place.
 - D** It is more efficient to walk than to run in bad weather.

- 14** Read these lines from the poem.
- When you walk in the rain, do
you listen?
Or do you just scurry on through it?**

The words “scurry on” mean to

- A** move quickly
- B** walk fearfully
- C** step carefully
- D** talk quietly

Directions

Read this passage. Then answer questions 15 through 19.

Green Apples

by Craig Kee Strete

In the book *The World in Grandfather's Hands*, Jimmy moves from the open land of his Native American home (pueblo) to a city to live with his grandfather. In this passage, Jimmy's grandfather takes him to the supermarket in the city for the first time.

"I forgot. You've never seen a supermarket before, have you?"

I shook my head no.

"Think of it this way," said Grandfather as he put some hot peppers in a plastic bag. "This store is speaking to you. It is telling you some of the things that your mother wants you to learn."

I didn't understand.

"A trading post in the pueblo only shows you a small part of the world. This store speaks of a world that is a very big place."

"So I should just forget where we come from, is that it?"

"No. Carry it with you, so that you may be always in both worlds, large and small."

"So it's big, so what! I'd rather be in a trading post any old day. Maybe they only have one kind of apple, but they are all ripe!" While I was saying that I was watching a woman putting the green apples into a bag. "That woman is being cheated because she doesn't know the apples aren't ripe."

Grandfather laughed again. He walked over to the table where the green apples were and put about half a dozen of them in a sack. He put the plastic bag in the wagon with the bag of peppers.

"You'll get a bellyache if you eat green apples," I said.

Grandfather Whitefeather looked as though he were going to laugh again, but he didn't.

We didn't talk much after that. I trailed along while Grandfather Whitefeather filled the cart with what we needed. I saw lots of new things. I was burning to ask him what those strange foods were and what they tasted like and where they came from, but I remembered I was supposed to be bored and not interested in anything so I didn't speak about it.

When we were ready to leave, we went up to pay. There were seven or eight cash registers.



This store was a real busy place! At the trading post there was one cash box and you had to bring your own baskets or boxes for the stuff you bought.

Grandfather paid his money, and the woman rang it up and then packed his groceries in paper bags. A young man in a white shirt put them in the wagon for us. Nobody said much, and nobody talked about the weather or the corn crops or who had an illness in the family. At the trading post sometimes you can spend longer talking at the cash box than you do picking out your groceries. But the woman rang up our stuff real quick, with just a nod of her head to Grandfather, and the guy who bagged up our groceries was in a hurry, too. As soon as our stuff was in the wagon, they were busy with another customer.

Grandfather seemed to act like this was what he expected so I didn't say anything. Maybe everybody in a city always acted like strangers. I remembered the policeman. Maybe that was how people got along with each other here.

When we got outside, I was pulling the wagon and Grandfather was smiling as if he understood some private joke. About halfway back, he motioned for me to stop. He bent over and rummaged around in the bags until he found the plastic bag with the apples.

"Feel like sharing an apple with me?"

I was hungry, but I shook my head no. A green-apple stomachache is just about the worst kind there is. Even a horse won't eat green apples.

Grandfather Whitefeather pulled out one apple and used a small pocketknife he took out of his shirt pocket to cut it in half. He bit into one section of the apple and offered me the other piece. He chewed, making a great show of how good it tasted.

"Not afraid of an apple, are you?"

I shrugged. I didn't know why he was making such a big deal over an apple, so I took it. It was kind of big for an unripe apple. I bit into it and it was juicy and sweet.

"It's not a trick. I thought it was when I saw them, too. But it is some kind of apple from a far-off place called New Zealand, and it gets ripe but it stays green." He finished his half of the apple and looked to see how I was liking mine.

"It tastes pretty good," I finally admitted. I was still surprised. I took another bite, wishing my friends back in the pueblo could see this. A green apple that was ripe! It just didn't seem possible somehow.

"You're going to see lots of new things here. Just try not to forget the old things you already know and you will do well," said Grandfather.

15 This story is told from the point of view of

- A** the grandson
- B** the grandfather
- C** a woman in the store
- D** a third person narrator

16 Grandfather Whitefeather can **best** be described as

- A** frustrated
- B** ignorant
- C** patient
- D** relieved

Go On

17 Read these statements from the story.

I saw lots of new things. I was burning to ask him what those strange foods were and what they tasted like and where they came from.

What is the effect of using the word “burning” in this context?

- A** It shows how angry the narrator is.
- B** It shows how curious the narrator is.
- C** It suggests how afraid the narrator is.
- D** It suggests how uncomfortable the narrator is.

18 Why does Grandfather want Jimmy to eat the green apple?

- A** He knows Jimmy is hungry.
- B** He wants Jimmy to try new things.
- C** He does not want Jimmy to waste food.
- D** He knows Jimmy never gets to eat apples.

19 Why does Grandfather advise Jimmy to be “always in both worlds”?

- A** because Jimmy misses his family so much
- B** so Jimmy will remember where he came from
- C** because he wants Jimmy to live with him in the city
- D** so Jimmy will know better how to choose a good apple

Directions

Read this passage. Then answer questions 20 through 23.

Seen and Heard

by Alejandra Ospina, Age 17

I don't know when I realized my own condition. As a young child, I think I just accepted myself as the girl who had to stay in the chair all day because I couldn't get up. When I was twelve, I started going to a summer camp for kids with disabilities. The kids found out that I could sing and encouraged me to sign up for drama. My debut¹ on stage was a solo of "Memory," from the musical *Cats*. I had always been pretty shy, and oddly enough, performing on stage was the most fun I'd ever had. Maybe that's what it took to overcome my extreme shyness. Realizing that I could do something that not everybody could do was really good for my confidence. I started thinking of myself as a singer instead of a girl who sits in a chair.

While I was at the Louis Armstrong Middle School in Queens, there was a support group for kids with disabilities, a place where we could discuss our frustrations. It's no fun to just sit around and complain all the time, so we decided to write a play about the issues we deal with everyday. A director from Lincoln Center helped us construct *Scenes From Our Lives*. After we performed at the school, we put on the play at other places and decided to form a theater group and create new work.

Soon afterwards I auditioned for a placement in the School for Performing Arts. I sang "Climb Every Mountain" from *The Sound of Music*. I still find it unbelievable that I'm now a student there, even though I'm starting my fourth year. It's funny, but a lot of people assume I'm an art major at school, because they can't imagine a person in a wheelchair actually performing. Assumptions are on both sides of the fence. Some disabled people absolutely resent people giving them extra help, while others feel entitled, so it makes those around them uneasy because they're not sure how much assistance, if any, to offer. My wheelchair is set up without back handlebars, so it's difficult for anyone to push me, but on some inclines I could use the extra help, so people both in and out of the chair have to keep a flexible attitude. One of the issues our theater group, The Fearless

¹debut: first appearance

Go On

Theater Company, touches on is the difference between being considerate and being patronizing.² Right now we're working on a public service announcement about three guys at a party, wondering if the girl in the wheelchair would like to dance. The point is, she has individual human emotions just like everyone else and we shouldn't make assumptions about anyone.

Going to college is going to be a shock, because I'm not used to having total freedom to come and go when I want. Sometimes I feel like I'm still waiting for my life to begin. So far my teenage years have been pretty defined by both physical and parental restrictions, so the theater group has been a way for me to transcend³ those constraints.⁴ Right now we're working with Children's Television Workshops to produce some skits and we're planning on filming our Lincoln Theater play, *Satchmo's Gang*, later on this year, where I sing "What a Wonderful World." I think of The Fearless Theater Company as a door that disabled kids can walk through and discover their potential on the other side.

²**patronizing:** treating another person as if you are better than that person

³**transcend:** overcome

⁴**constraints:** limitations

20 Why did Alejandra and her friends start their own theater group in middle school?

- A** They wanted to do something positive to help themselves.
- B** They needed to present a class project to their teacher.
- C** They were unable to participate in other school activities.
- D** They were trying to convince others to support similar projects.

21 What has made Alejandra feel more confident?

- A** going to parties and being asked to dance
- B** realizing she can do something many other people cannot do
- C** having people help her when she cannot do something
- D** discussing her frustrations with her support group

22

According to the passage, why do some people guess that Alejandra is an art major rather than a drama major at school?

- A** They think that she is too shy to perform in public.
- B** They think she has worked behind the scenes on plays.
- C** They assume that someone in a wheelchair cannot be a performer.
- D** They assume that someone her age would not be interested in acting.

23

Alejandra's **main** advice to others would probably be to

- A** ask others for help if you need it
- B** make light of a difficult situation
- C** find your own talents and use them
- D** accept that you might have limitations

Go On

Kids CAN!

by Patricia Bridgman

It's uncanny what kids can do with a can-do attitude and a whole lot of cans.

A six-foot tube of lipstick, a bulldozer, a jukebox—these are just a few of the things kids have built from cans. Across the country, kids compete to construct amazing works of art and help put a dent in hunger.

In 1992, a group of architects and engineers in Seattle had collected hundreds of canned goods for charity. “We wanted to give back to the community,” said Deborah Ashcraft, organizer for the Canstruction® project. Participants also wanted to have some “creative fun,” so they arranged the cans into a giant map of the state of Washington. “We used green-bean cans for the forests and cans of tuna for rivers and lakes,” Ashcraft said.

Today Canstruction involves thousands of volunteers across the United States and Canada. Teams led by architects, engineers, or contractors erect their edible artwork in malls, museums, and convention centers, and compete for prizes. The mission of Canstruction is to “Canstruct a world without hunger.”

Terms

- **architect:** a person who designs buildings
- **engineer:** a person who applies scientific principles to the design of buildings
- **contractor:** a person who oversees the construction of buildings

“Last year we donated 1.2 million pounds of food,” said Cheri Melillo, Canstruction’s executive director.

In some cities, such as Tampa Bay, Florida, Canstruction crews are made up of school kids. “Our class built a Wurlitzer organ out of cans,” said Jasmine Heaggans, a student at Lanier Elementary. “We based ours on the organ at the Tampa Theater. The original is seventy-seven years old. It has one thousand pipes and thirty-two foot pedals.”

Beginning in September 2003, architects Danni Anstett and Danielle Williams visited the class weekly. In their jobs, Anstett and Williams design houses, offices, and stores. But as student Courtney Keenam said, “Building an organ out of nonperishable food is something else!”

After a field trip to see the real Wurlitzer, the architects showed the class how to draw pictures of the organ from all sides. These pictures are called *elevations*.

And they taught students to do a *plan view*—a bird’s-eye view of the structure. “It’s like taking the roof off a house and looking into it from above,” said one student.

The architects also taught the students about volume. Understanding volume helped them figure out how many cans they’d need to build the organ. By dividing the volume of the structure by the volume of a single can, they discovered that they would need 1,800 cans. But they couldn’t use just *any* cans. The cans had

to be exactly the right color: metallic silver, for example, for the organ's pipes.

On October 24, 2003, Canstruction crews from Lanier and three other Tampa Bay schools gathered at the local mall to build and display their structures. The students put on their hardhats and got to work stacking cans. Lanier students had nine hours to get the Wurlitzer ready for the judges. "The tallest pipe on the organ was ten cans high," said Ashley Carpenter. "The shortest was four cans high."

"The cans had to be in a perfect stack," Courtney recalled, "or *BOOSH*, everything could fall." Even with hidden tape holding the cans together, it was hard to keep them from falling on top of people.

After four hours, the students were feeling pretty good. The organ was taking shape, and

the project was right on time. Then the kids had an "uh-oh" moment. The cans were facing the wrong way. They had to be turned around so the fronts of the labels showed.

"We fixed one side, then realized that the other side was wrong, too," said Qiana Francis. "It turned into a long day."

At last, the Wurlitzer stood shiny and tall, just in time for the judges to name it "most creative."

"People admired our work," Mike Whisenant said. "It felt good knowing we built it."

The next day, the organ was taken apart, along with the other schools' can-structures. "Every can went to shelters and food banks," Courtney said. "Canstruction was a good experience."



Canstruction hot-air balloon

24 In the article, the word “BOOSH” is used to

- A** suggest the joy of stacking cans
- B** create the sound of falling cans
- C** show the difficulty of selecting cans
- D** imitate the process of positioning cans

25 Which sentence from the article **best** indicates the overall success of the Canstruction project?

- A** “In 1992, a group of architects and engineers in Seattle had collected hundreds of canned goods for charity.”
- B** “Today Canstruction involves thousands of volunteers across the United States and Canada.”
- C** “In some cities, such as Tampa Bay, Florida, Canstruction crews are made up of school kids.”
- D** “Beginning in September 2003, architects Danni Anstett and Danielle Williams visited the class weekly.”

26 Read this sentence from the article.

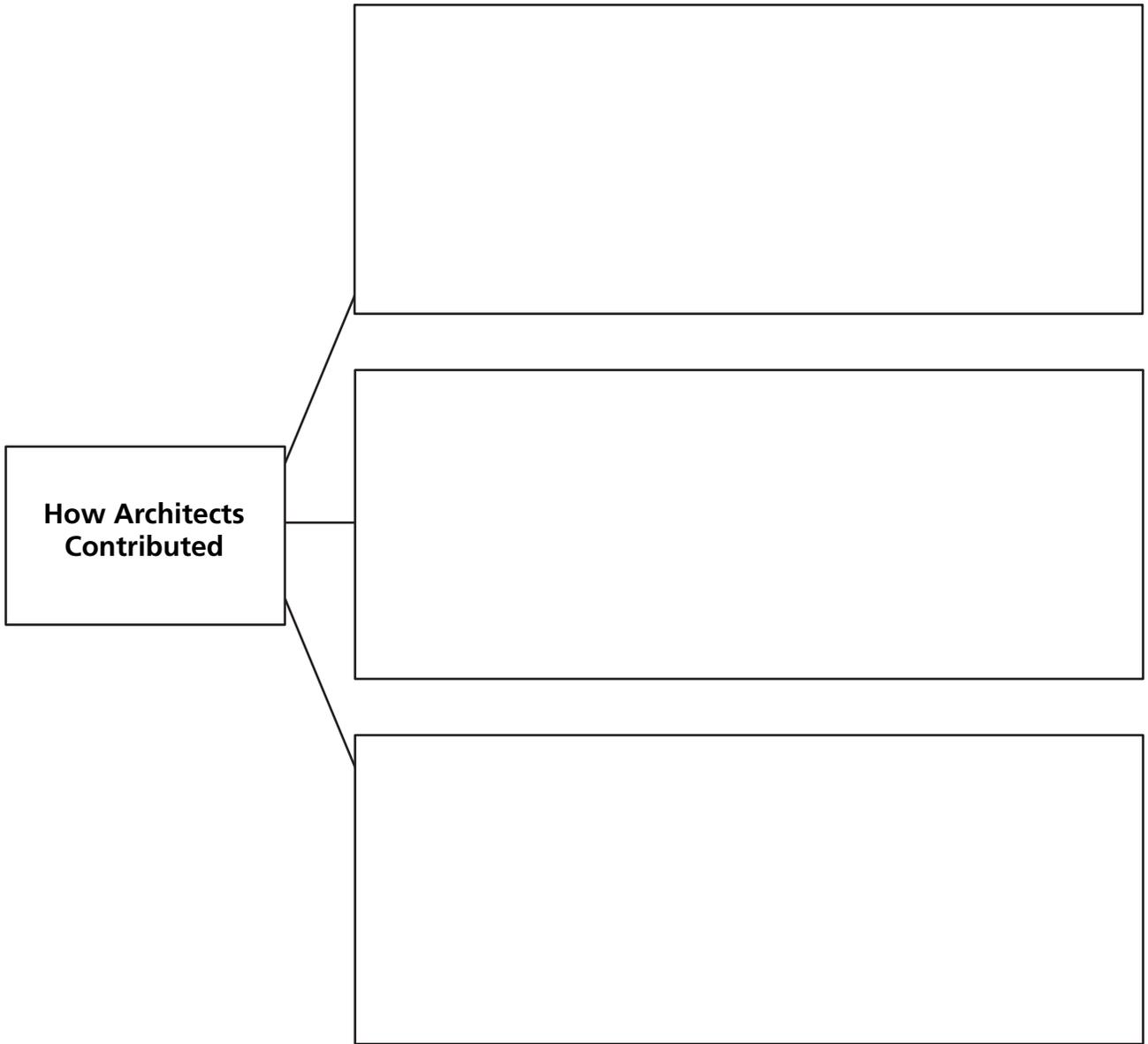
It’s uncanny what kids can do with a can-do attitude and a whole lot of cans.

In this sentence, the word “uncanny” **most likely** means

- A** unbelievable
- B** uncertain
- C** understandable
- D** unfamiliar

27

How did the architects contribute to the Wurlitzer organ project? Complete the chart below with details from the article.



Go On

28

What was Deborah Ashcraft's motivation for organizing the Canstruction project in 1992? Use details from the article to support your answer.

STOP

Place Student Label Here



Grade 7
English Language Arts Test
Book 1
April 26–28, 2010

The McGraw-Hill Companies
