

Name: _____

School: _____

Teacher: _____ Period: _____

Everett Public Schools

Secondary Reading Assessment



Grade 7

Mid-Year Benchmark

Reading Selections

“Mysterious New World”

“Every Drop Counts: Water On the Space Station”

“Dust Storms Gobble Planet”

“Water”

“Youth Basketball”

“Chocolate”

Literary Passage

Directions: Read the following selection and then answer the corresponding questions.

A Mysterious New World

- 1 I looked out the window of the spaceship and smiled. With each passing day, the distant blue planet seemed to grow larger. I couldn't help but feel excited. Soon I would set foot on what, for me, would be a mysterious new world. I had heard many stories and legends about this strange planet, and now at last I would live there.
- 2 In the quiet solitude of my cabin, I tried to sleep. Lying there by myself, I recalled the pictures I had seen all my life: the blue oceans, the green forests, the golden sunsets—pictures of a world I both knew and didn't know. I longed to breathe that world's open air, feel its grass on my feet, and watch its birds soar in blue skies. It wouldn't be long now. After traveling for months, we were scheduled to arrive in just 10 hours.
- 3 I closed my eyes, but my actions belied my excitement. How could my parents expect me to sleep? It was easy for them. They had been there. What for me had been only a dream, almost a fairy tale really, was home to them. What I had seen only in photographs and videos, they had experienced firsthand. That was before they had become astronauts and traveled to a space station orbiting the planet Saturn—the space station where I was born 15 years ago. It was the only home I had ever known. I looked out the window again. Now only hours away, my future home looked like a sapphire gleaming on a velvet carpet. Staring at the planet, I allowed my mind to float back to the day my mother had told me that we were leaving the space station.
- 4 “Tell me about the wind,” I had said eagerly.
- 5 “Kalmara,” Mom had said, “you’ve seen it on video.”
- 6 “Yes, but how does it *feel*?” I insisted. “Tell me again. What will it be like?”
- 7 “It pushes air against your face, like the oxygen vents here at the station,” Mom said. She didn't seem to understand my excitement.
- 8 “Only faster, right?”
- 9 Finally, she smiled. “Sometimes—sometimes much faster. In fact, some storms even blow down buildings.”
- 10 “They're called tornadoes,” I said. “And hurricanes?”
- 11 Mom nodded. “They have many different names.”
- 12 “And the snow is like powdered ice that falls from the sky,” I said. “Do you think it will be snowing when we get there?”
- 13 “Snow in July? In Texas?” she said, laughing. “It's highly unlikely.”



- 14 I knew that, of course. In school, my friends and I had studied about Texas and many other places. “Texas,” I whispered now, lying in bed. The name seemed filled with wonder and promise. Yes, I knew about Texas, but knowing I would soon be living there made it seem somehow more real. During our journey I had spent countless hours in the ship’s library reading about Texas on the computer.
- 15 At last I settled into sleep. The next thing I knew, Mom was nudging me awake with a soft shake. “Kalmara, we’re here. The spaceship is in orbit. Pack up your bag. Make sure you don’t leave anything in the cabin.”



Photograph courtesy of © Bettmann/CORBIS.

- 16 I sat up and looked out the window expectantly. For a second I seemed to lose my breath. There it was! Earth! It was close enough now that I could see areas of green and brown land on its surface. Thin white clouds swirled around it, and hundreds of tiny spaceships darted here and there—transport shuttles taking passengers to the surface. While I was packing, my father stopped by my small room.
- 17 “It will be a couple of hours before we can disembark,” he said. “We might as well eat breakfast while we wait for a shuttle.”
- 18 A couple of hours! Earth seemed close enough to touch. Anyway, how could I eat at a time like this? But after taking our travel bags to the transport area, we went to the galley for one last meal. My heart racing, I picked at my food.
- 19 “Space eggs,” my father complained, pushing the yellow goop around his plate. “I can’t wait to taste some fresh eggs.” I couldn’t remember when Dad hadn’t complained about our food. I didn’t care much for the eggs either, but most of our meals didn’t seem too bad.
- 20 “Not me,” Mom said. “Fresh fruit. That’s what I want. I can’t wait to sink my teeth into a nice, juicy apple.” Usually I felt left out of these conversations, but now I listened closely. I couldn’t wait to try some of the things my parents had always talked about.
- 21 At last, we boarded the shuttle for the short trip to the surface. I sat at the window, eager for my first close look at our new home. The ride down was smooth until we hit the outer atmosphere. There the shuttle began to rock and bump. I looked at Dad nervously. “It’s only turbulence,” he assured me. “It’s caused by the air outside the shuttle.”
- 22 His words were magical—air outside the shuttle. For me, outside had always meant space—a vacant expanse, a huge void where humans couldn’t exist without special equipment. Now, there was air outside the ship. Suddenly we broke through the clouds, and I saw the ground below. It felt like a dream as we plunged downward. First mountains and then rivers and streams came into focus. Finally I noticed small buildings clustered together. Houses! We would live in a real house!
- 23 The shuttle landed, and after a few minutes, we began exiting. Standing in the hatch, Dad put his arm around me. As we walked down the steps together and I touched Earth for the first time, my hair suddenly flew up into my eyes. “Wind!” I said, laughing. “It’s wind!”

Selection adapted from- <http://www.tea.state.tx.us/student.assessment/resources/release/taks/2004/gr7taks.pdf>

Reading Assessment
Grade 7 – Mid-Year Benchmark
“A Mysterious New World”

Fill in the bubble next to the letter of the best answer.

1. Which sentence *best* summarizes this story? [LC02]
 - ☐ A. Kalmara and his family are excited to eat fresh fruit and experience weather on Earth.
 - ☐ B. Kalmara learns that he was born on Earth and is now returning for a visit.
 - ☐ C. Kalmara can't wait to arrive on Earth so he can feel the wind on his face.
 - ☐ D. Kalmara excitedly travels to Earth for the first time to start a new life.

2. What is the meaning of the word *void* as it is used in paragraph 22 of the story? [LC04]
 - ☐ A. Place
 - ☐ B. Planet
 - ☐ C. Empty area
 - ☐ D. Viewing area

3. Which two objects does the author compare using a simile? [LA05]
 - ☐ A. Soaring birds and blue skies (paragraph 2)
 - ☐ B. Space eggs and yellow goop (paragraph 19)
 - ☐ C. Green forests and golden sunsets (paragraph 2)
 - ☐ D. Future home and a gleaming sapphire (paragraph 3)

4. Which sentence tells how Kalmara and his mother are different? [LA06]
 - ☐ A. Kalmara has studied earth; his mother has experienced Earth first-hand.
 - ☐ B. Kalmara does not want to live in Texas; his mother wants to return there.
 - ☐ C. Kalmara does not mind space station food; his mother complains about it frequently.
 - ☐ D. Kalmara is excited about visiting Earth; his mother wants to stay on the space station.

5. Why does Kalmara usually feel left out of conversations about earth? [LA07]
 - ☐ A. His parents have trouble understanding his questions.
 - ☐ B. His parents often exclude him from conversation.
 - ☐ C. He has only learned about Texas.
 - ☐ D. He has no first-hand experience.

6. What is the author's purpose for writing the story? [LT09]
 - ☐ A. To persuade children to have more of an imagination
 - ☐ B. To amuse the reader with a personal story of self-discovery
 - ☐ C. To inform the reader how residents of a space station would live
 - ☐ D. To demonstrate how to care for a child anxious about going to a new place

Reading Assessment
Grade 7 – Mid-Year Benchmark
“A Mysterious New World”

7. Which statement is the *most* important conclusion the reader can draw from the selection? [LT10]
- ☐ A. Asking questions makes you smarter.
 - ☐ B. Of all the planets, Earth is the best place to live.
 - ☐ C. People should be able to visit the places they study.
 - ☐ D. Simple experiences can be fascinating when they are new.
8. Based on the information in the story, which conclusion can the reader draw about possible future space travel? [LT11]
- ☐ A. Life on the space station will be difficult for families.
 - ☐ B. People born in space will have to return to Earth with their parents.
 - ☐ C. It will be difficult to recreate things in space that naturally occur on Earth.
 - ☐ D. Space stations will be located near Saturn because of the safety its rings provide.

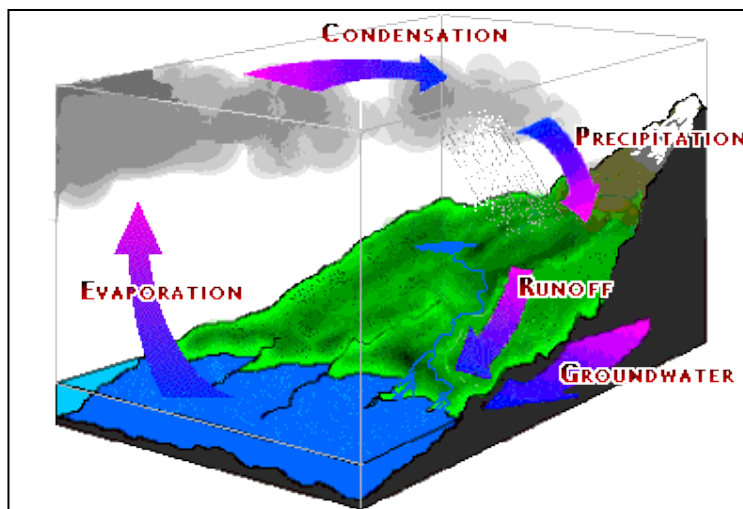
Informational Passage

Directions: Read the following selection and then answer the corresponding questions.

Every Drop Counts: Water On the Space Station



- 1 Swimming in space? Not likely! At least, not on the International Space Station! There will be no waterfalls, rivers, lakes, or ponds on the Space Station. It does not rain, hail, or snow in space. Where will the water that astronauts need come from? Some of it has been transported in duffel bags from the Space Shuttle. It is difficult and expensive to send water to space. Because of this fact, water will be carefully used and reused on the Space Station.
- 2 What does it mean to carefully use water if you are an astronaut? Well, the astronauts do not turn on the water faucet and let it run while they wash their hands. They carefully wet a wash cloth and use the damp cloth to scrub their hands clean. Showers are done the same way; there is no splashing around and trying to grab floating globs of water. A sponge is soaked and then used to clean the body. Toilets on the Space Shuttle do not flush with water, they flush with air suction.
- 3 What does it mean to reuse water? We reuse water on Earth. Our planet Earth is like a giant space station; no water is ever added to or taken from our planet. After we use water in our homes, bodies, gardens and farms, the water returns to the Earth. Some of the used water goes first to a water treatment plant, and is then often quickly reused after it leaves the treatment plant. Other water filters down through the soil, and joins an underwater seepage flow to the nearest ocean. Some of that water evaporates and comes down again as rain. The water in your glass has been around for a long time; it is hard to know where or how it has been used in its past. It is possible that dinosaurs splashed through that very same water in a pond millions of years ago.



When water evaporates from the ocean and surface waters, it leaves behind impurities. In the absence of air pollution, nearly pure water falls back to the ground as precipitation.

- 4 Water on the Space Station will be reused in many ways. Water will be reclaimed from the Space Shuttle's fuel cells. Just as our cars give off exhaust fumes, the Space Shuttle's fuel cells give off exhaust water! Water will also be reclaimed from the air in the space station. When humans breathe, we exhale moisture. There is a Russian-made water processor in the Space Station that removes the moisture from the air. The Space Station will also treat and reuse the water expelled in urine. Humans excrete about 1.4 kilograms of urine per day. The "crew members" will also eventually include lab rats; the vapors that the rats exhale and their urine will also become part of the space station water supply. Does that sound cool or what?
- 5 Although this might make you squeamish about taking a Space Station trip, the water leaving the space station's purification machines will be cleaner than the water that comes out of most water faucets in the United States. The water purification machines on the space station cleanse waste water in a three step process. The first step is a filter that removes particles from the water. Second, the water passes through the filtration beds that use chemicals to remove impurities. Third, the water goes through a special reactor that removes the chemicals and kills bacteria and viruses. Then, it is ready to drink!
- 6 This recycling of water, and limits on its use, is critical to life on the Space Station. All living creatures require water to sustain life. Without such careful recycling, a crew of four astronauts would need 40,000 pounds of water shipped from Earth every year. That would be a lot of space shuttle shipments!
- 7 Even with these intense recycling programs, the Space Station will need new water because of small losses that happen in different systems. For example, none of the water reprocessing technologies are 100 percent efficient. Some water is lost in the water treatment; the bad stuff is collected into a thick soup that can not be used. In addition, the system that makes oxygen for the astronauts to breathe also uses water, splitting it into oxygen and hydrogen molecules. Furthermore, when the air lock is opened for an astronaut to go outside, the moisture in that air is lost. There is also a system to remove CO₂, which the astronauts exhale, from the air—and this system removes some of the water from the air, too.
- 8 Water that is lost on the Space Station will have to be replaced. Fortunately, the Space Shuttle produces water as its fuel cells combine hydrogen and oxygen to produce electricity. The Russian Progress rocket will also carry some water up to the Space Station.



- 9 Scientists at NASA will be working hard to improve the programs on the Space Shuttle so that water will not be lost. If the water recycling systems can be improved to an efficiency of greater than 95 percent, then the water contained in the food would be enough to replace the lost water. The systems that are being used on the Space Station are pretty amazing. However, it is not likely that scientists will successfully design any system as efficient as our planet Earth. Now that is really amazing!

Selection from- <http://www.thursdaysclassroom.com/07dec00/Article1.html>

Reading Assessment
Grade 7 – Mid-Year Benchmark
“Every Drop Counts: Water On the Space Station”

Fill in the bubble next to the letter of the best answer.

9. What is the main idea in the selection? [IC01]

- ☐ A. Water on the Space Station is cleaner than water on Earth.
- ☐ B. Water must be carried to the Space Station by the Space Shuttle.
- ☐ C. Water on the Space Station is recycled with up to 95% efficiency.
- ☐ D. Water must be efficiently used and recycled on the Space Station.

10. Which sentence *best* summarizes the water purification process on the space station? [IC02]

- ☐ A. Water purification starts when water first goes to a treatment plant and then filters down through the soil.
- ☐ B. Water purification begins with moisture from fuel cells added to the breath and urine of humans and mice.
- ☐ C. Water purification is a three-step process that filters out particles, removes impurities, and kills bacteria and viruses.
- ☐ D. Water purification occurs when oxygen combines with CO₂ and the moisture of the astronauts' breath to produce clean water.

11. Based on the information in the selection, predict what will *most* likely happen if scientists design a system that recycles water as efficiently as planet Earth? [IC03]

- ☐ A. Astronauts in the Space Station will depend on the thick soup created from recycling water.
- ☐ B. Astronauts in the Space Station will no longer use a special reactor that removes chemicals from the water.
- ☐ C. Astronauts in the Space Station will not have to rely on water shipped from Earth.
- ☐ D. Astronauts in the Space Station will no longer be able to shower for extended periods.

12. What is the meaning of the word *impurities* as it is used in paragraph 5 of the selection? [IC04]

- ☐ A. Salt
- ☐ B. Urine
- ☐ C. Exhaust
- ☐ D. Dirtiness

13. According to the title, which statement is true? [IA05]

- ☐ A. Water on the Space Station is highly valued.
- ☐ B. Water drops are easily created on the Space Station.
- ☐ C. Astronauts count drops of water on the Space Station.
- ☐ D. Astronauts have 40,000 pounds of water delivered every year.

Reading Assessment
Grade 7 – Mid-Year Benchmark
“Every Drop Counts: Water On the Space Station”

14. How are recycling of water on Earth and on the Space Station similar? [IA06]

- ☐ A. No water is ever added or taken away during recycling
- ☐ B. Water is used and re-used on Earth and in space
- ☐ C. Both are equally clean after being processed
- ☐ D. Both require filtering equipment

15. Which sentence *best* explains why water is lost on the Space Station? [IA07]

- ☐ A. Water is lost when the toilets are flushed.
- ☐ B. Water is lost during the recycling process.
- ☐ C. Water is lost from the Space Shuttle fuel cells.
- ☐ D. Water is lost when the Space Station produces electricity.

16. Which sentence *best* describes the author's attitude about living in space? [IT09]

- ☐ A. The author believes some day humans will need to live in space.
- ☐ B. The author is doubtful about adequate water resources for living in space.
- ☐ C. The author is hopeful about achieving adequate water resources for living in space.
- ☐ D. The author has a negative attitude because of the lack of resources for living in space.

17. Based on the information in the selection, what is the *most* important concept the author presents? [IT10]

- ☐ A. Water has been around for millions of years.
- ☐ B. Water from the Space Station is cleaner than water from Earth.
- ☐ C. Water is a valuable resource that can be used over and over again.
- ☐ D. Water is shipped from Earth to the astronauts on the Space Station.

18. Based on the information in the selection, which conclusion can the reader draw about space travel? [IT11]

- ☐ A. Space travel uses up valuable water resources from Earth.
- ☐ B. Space travel allows us to explore new and interesting worlds.
- ☐ C. Space travel helps us discover water resources on other planets.
- ☐ D. Space travel teaches us how to conserve Earth's natural resources.

Literary Passage: Poem

Directions: Read the following selection and then answer the corresponding questions.

Water

There was a time...

There was a time when all waters ran clean
and fish leaped from every stream
to catch the hovering mayfly.

- 5 There was a time when birds and bees
stirred summer air with wings of ease,
but now that time has gone by.
The time I've known, and seen, and felt,
has been a time when man have dealt
- 10 with the world like a **belligerent*** child.
In the name of the great money race,
they've taken Earth's pristine face,
and with muck, and smoke, and oil, defiled.
Still I pray for the time to come,
- 15 when recleansed water sparkles in the sun,
and the moon shines down sublime
on a world that was lost and found,
and we can all feel justified and proud,
to tell of the passing of that former time.



Selection from- <http://catskillcenter.org/programs/csp/H2O/Lesson>

belligerent*: aggressive, challenging, quarrelsome

Reading Assessment
Grade 7 – Mid-Year Benchmark
“Water”

Fill in the bubble next to the letter of the best answer.

19. What is the theme of the poem? [LC01]

- ☐ A. Belligerent children spoil nature.
- ☐ B. Summer is a time for growth and renewal.
- ☐ C. Humans can negatively affect the environment.
- ☐ D. Earth is a place with little air or water pollution.

20. Based on the information in the poem, what inference can the reader make about man’s present attitude toward clean water? [LC03]

- ☐ A. Man is very proud of how he has kept the water clean.
- ☐ B. Man longs for the time when Earth’s water was not polluted.
- ☐ C. Man believes children will be responsible for the Earth’s water.
- ☐ D. Man values the past but does not believe the Earth’s water was ever clean.

21. Which statement is the *most* important conclusion the reader can draw from the selection? [LT10]

- ☐ A. Clean water is something of the past.
- ☐ B. It is impossible for man to keep water clear.
- ☐ C. If we take care of wildlife, clean water will be restored for all seasons.
- ☐ D. Despite man’s carelessness, there is still hope to restore the Earth’s water.

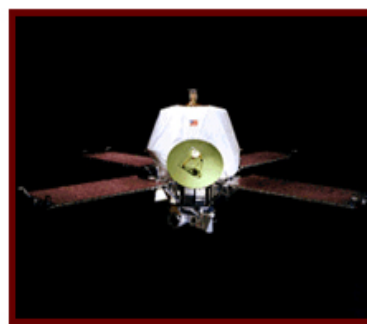
Informational Passage

Directions: Read the following selection and then answer the corresponding questions.

Dust Storms Gobble Planet!

- 1 Dust storms can be scary, painful, and damaging on any planet. On Earth, strong winds can pick up bits of dust and sand and hurl them through the air. These storming dust bits will sting your skin if they hit you. Dust storms can also chip the paint off of cars and homes. The clouds of dust make it hard to see anything. Sometimes the dust clouds make a 'twister' shape called dust devils. Dust storms are caused by winds so big that no umbrella can protect you; there is only one thing to do, go inside and wait until it is over.
- 2 Sound bad? This is nothing compared to dust storms on the planet Mars. The first big dust storm on Mars that Earthlings photographed was in 1971. A United States spacecraft called the Mariner 9 made it all the way to Mars to take pictures and send them back to Earth. The first pictures showed a huge dust storm that covered the whole planet! Nothing of Mars could be seen through the dust haze except for the giant volcano, Mount Olympus, which is 15 miles high. This dust storm lasted for months.
- 3 Now we know that dust storms happen a lot on Mars. Most often, they occur during summer in the Southern Hemisphere. Winds faster than 90 miles an hour blow dust particles through the thin atmosphere making large thick dust clouds and forming giant dust drifts. These incredible dust dunes are clustered near the north and south poles of Mars.
- 4 In June 2001, a new dust storm started on Mars. Carefully watched by the NASA's Mars Global Surveyor spacecraft, it is the largest storm in 25 years and seems to be getting bigger daily. The storm began as a small dust cloud in the Hellas Basin, which is a crater in the Southern Hemisphere. For weeks, the dust swirled, sometimes growing and other times shrinking. On June 27th, the storm grew rapidly and spilled out of the Basin and spread over the entire planet.
- 5 The energy source for these storms is sunlight. On Mars, the dust absorbs the sunlight and heats the dry, thin atmosphere. The air temperature on Mars is about 54 degrees Fahrenheit (30 degrees Celsius) hotter now than before this dust storm began. Right now, Mars is near perihelion – the part of its orbit that is closest to the Sun. The warmer Sun heats the dust particles. Scientists believe that as dust particles warm the atmosphere, warm pockets of air rush to cooler regions and cause winds. The winds lift more dust off the ground causing more atmospheric warming and winds. In a matter of weeks, there is a globe-swallowing storm!

Mariners 8 & 9



Launch: Mariner 9:
May 30, 1971

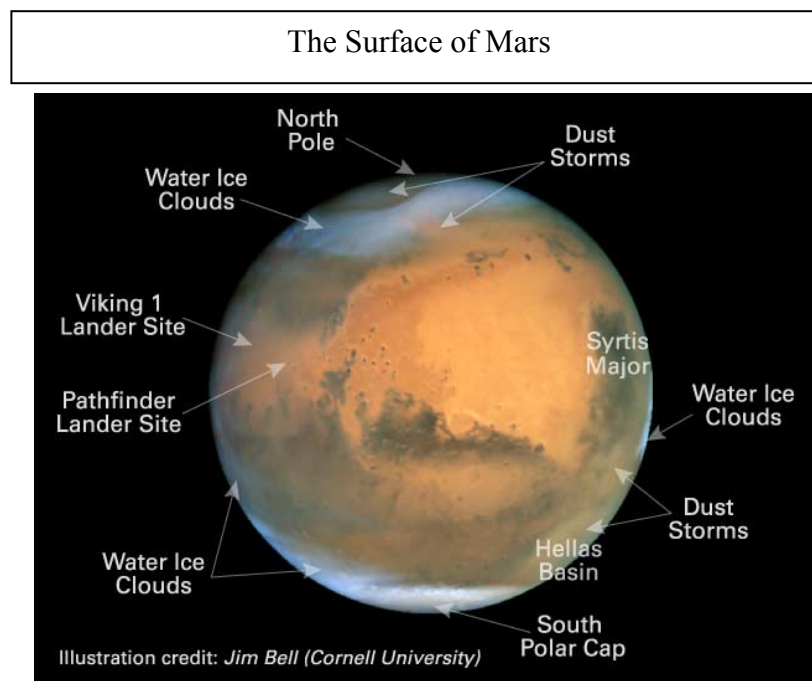
Mission type: Orbiter

Flyby date: Mariner 9:
November 13, 1971

Mariner 8 and 9 were the first twin Mariners targeted to orbit Mars. Mariner 8 failed to launch, but Mariner 9 succeeded and became the first artificial satellite of Mars, orbiting the planet and relaying data for almost a year. The captured images received from Mars revealed many surprises – enormous volcanoes, a huge canyon spanning 4,800 kilometers (3,000 miles), and even evidence of ancient water channels.

- 6 Why are dust storms so bad on Mars? First, Mars is a global desert - there are no forests, water bodies or grasslands. On Mars, there are no oceans to slow down a dust storm. On Earth, dust storms from African deserts are slowed down by the Atlantic Ocean. Although some dust reaches the Americas, it is a small amount. On Mars, there is also no water vapor to control the air temperature; as a result, the airborne dust dramatically changes the global temperature causing more winds.
- 7 Earth is a good place to be during this Mars dust storm. Right now, Mars is closer to Earth than usual. Looking out at the Southern sky, Mars is the brightest of the stars. With even a modest 6 to 10 inch telescope, you can scope out the planet and the storm. Before the storm, you would have seen the polar caps and dark markings. Now, you can see how the whole planet seems a rusty blur. Why don't you watch and see how long the storm lasts?
- 8 Scientists are excited about watching this giant storm. Gathering information, studying patterns, and looking for surprises keeps scientists busy. This information is important because the speedy and fine dust will be a challenge to future explorers - robots or humans. The biggest dust storms in the solar system may just finally help scientists clear the air and understand the weather on the red planet, Mars!

Selection taken from- www.thursdaysclassroom.com



Reading Assessment
Grade 7 – Mid-Year Benchmark
“Dust Storms Gobble Planet!”

Fill in the bubble next to the letter of the best answer.

22. What is the main idea of the selection? [IC01]

- ☐ A. Mars has severe haze that limits visibility.
- ☐ B. Scientists sent a spacecraft to Mars to study dust storms.
- ☐ C. Mars is a dry global desert that experiences severe dust storms.
- ☐ D. Scientists discovered dust storms in the southern hemisphere of Mars.

23. Which sentence *best* summarizes paragraph 7? [IC02]

- ☐ A. Mars looks blurry in a 6 to 10 inch telescope.
- ☐ B. Earth is the safest place to be during a severe Mars dust storm.
- ☐ C. Polar caps and dark markings can be seen on the surface of Mars.
- ☐ D. Mars is close enough to Earth that the dust storms can be seen with a small telescope.

24. Which word could the author have used in the caption under “Mariners 8 & 9” instead of *relaying*? [IC04]

- ☐ A. Sending
- ☐ B. Reading
- ☐ C. Running
- ☐ D. Calculating

25. According to “The Surface of Mars” picture, which statement is true? [IA05]

- ☐ A. The Hellas Basin is near the North Pole of Mars.
- ☐ B. Dust storms occurred near the Viking 1 Lander Site.
- ☐ C. Syrtis Major is located near the Pathfinder landing site.
- ☐ D. The Pathfinder landing site is near the Viking 1 landing site.

26. Which sentence tells how dust storms on Mars and Earth are different? [IA06]

- ☐ A. Dust storms on Mars are caused by sunlight while those on Earth are caused by dust devils.
- ☐ B. Dust storms on Earth are slowed by the water while Mars has no water vapor to slow storms.
- ☐ C. Dust storms on Mars spread over the entire planet while those on Earth spread out over the north and south poles.
- ☐ D. Dust storms on Earth are rapid forming while storms on Mars take days to form.

Reading Assessment
Grade 7 – Mid-Year Benchmark
“Dust Storms Gobble Planet!”

27. Which sentence *best* explains why Mars has more dust storms during perihelion? [IA07]

- ☐ A. Because the heated dust particles during perihelion cause that warm air to move to cooler areas creating wind.
- ☐ B. Because Mount Olympus is located near Hellas Basin there are severe wind storms due to its volcanic activity.
- ☐ C. Because when Mars is in the perihelion phase of its orbit, it is closer to the Earth.
- ☐ D. Because there is no water vapor to cool the air temperature on Mars during perihelion.

28. Which opinion can be supported with information from the selection? [IT09]

- ☐ A. Since tracking temperatures using Celsius is more accurate, we should no longer use Fahrenheit as a measurement.
- ☐ B. People and equipment should not be sent to Mars without protection from the severe dust storms.
- ☐ C. Taking pictures of other planets can help us learn about volcanoes on Earth.
- ☐ D. Scientists should intervene to stop the dust storms on Mars.

29. Based on the information in the selection, predict what will *most* likely happen when the planet Mars moves away from perihelion? [IC03]

- ☐ A. Mars will experience more severe winds and dust storms.
- ☐ B. Mars will cool down and experience less severe dust storms.
- ☐ C. The Sun will heat up more dust particles, warming the atmosphere.
- ☐ D. The Sun will cause Mars’ atmosphere to thin out and eventually allow for exploration.

30. Which book might include this selection? [IT11]

- ☐ A. *Space Travel - the Final Frontier*
- ☐ B. *How to Survive Violent Weather*
- ☐ C. *Images from Marvelous Mars*
- ☐ D. *Planetary Weather Patterns*

Informational Passage: Functional Document

Directions: Read the following selection and then answer the corresponding questions on the student response sheets.

YOUTH PROGRAMS

Youth Basketball League



Lakeside Parks and Recreation offers an exciting Youth Basketball League to girls and boys in grades K–12th. The goal of the program is to provide an opportunity for youth to participate in a recreational basketball program that teaches teamwork and techniques, and enhances their physical and mental development. The League is divided into two divisions, boys and girls, with each division further broken down into grade levels.

Free training will be provided to new and returning coaches. Referees will be trained and paid unless requested otherwise.

Fees:

- Annual Registration Fee \$100
- Registrations due **October 25, 2008**.
- Fee for re-ordering a uniform will be charged based on cost.
- \$20 fee for late registrations

Divisions:

Boys Teams: K - 6th Grade
7th and 8th Combined

Girls Teams: K - 2nd Combined
3rd - 4th Grade
5th and 6th Combined
7th and 8th Combined
9th and 12th Combined

Team Formation:

- Teams are limited to 10 players
- Teams are formed by grade and school
- No tryouts
- No experience necessary
- Players may request, on the "friend request" line, to be on a team with a friend provided they are in the same grade and preferably the same school.
- Player will be placed on previous year's team, unless player/guardian requests a change of teams. No guarantee participant will be placed on requested team.

Practice/Games:

Practices will begin in late November at local schools. There will be 1 practice a week for grades K-2nd. Grades 3rd and up will have 2 practices a week. A minimum of 8 League games will be played on Saturdays beginning in January.

Kindergarten teams will practice on Saturdays beginning in December and begin games on Saturdays (end of January 2009).

All head coaches will be given 1 practice ball per team.

T-Shirts/Jerseys:

| | |
|--|----------------------------|
| Kindergarten | T-shirt & ball, 5-6 games |
| 1 st -6 th Grades | T-shirt, 8 games |
| 7 th -8 th Grades | Reversible Jersey, 8 games |
| 9 th -12 th Grades | Reversible Jersey, 8 games |

Refund Policy:

- A processing fee of \$20 dollars will be charged for all refunds prior to practice beginning.
- 50% registration fee refunded after allocation of practices to all coaches.
- NO refunds given after games begin.

Registration Information Contact:

Denise 619-999-0012 or Paulo 619-999-0010

Scholarship Information:

Please call Denise at 619-999-0012 or email denise@lakesiderec.com

Registration Form • Registration Begins August 23rd

Online Registration: <http://paynow.act.com/lakeside>

Mail or Walk-in registration: City of Lakeside, 15000 Main Street, Lakeside, CA 92040

Fax Registration (Credit Card payments only) 619-999-0015

Player _____ M _____ F _____ DOB _____

Address _____ City _____ Zip _____

Email _____ Home Phone _____

Parents Name _____ Work/Cell Phone _____

Emergency Contact _____ Phone _____

School _____ Grade _____

Friend Request _____ Coach Request _____

Signature: _____ Date: _____

RELEASE

By participating in Lakeside Parks and Recreation activities, I agree that any images of myself or my child(ren) may be used by the City of Lakeside and may be included in promotional or informational brochures, newspaper articles, and/or newsletters relating to Lakeside Parks and Recreation activities.

Reading Assessment
Grade 7 – Mid-Year Benchmark
“Youth Basketball League”

31. What is the author’s purpose for writing the “Release” section? [IT09]

- ☐ A. Inform parents about the league’s practice schedule
- ☐ B. Inform people about the Lakeside Basketball League
- ☐ C. Inform people about the rules and policies of the league
- ☐ D. Inform parents about the possible use of their child’s photo

Informational Passage: Stand Alone

Directions: Read the following selection and then answer the corresponding questions on the student response sheets.

Chocolate

32. Which of these websites would provide the most reliable information about the history of chocolate? [IA08]

- ☐ A. Guide for Chocoholics!
A must see website for all of you chocoholics! Fun and entertaining games. You can even win free chocolate!
Visit www.gotchocolate.com
- ☐ B. Ethel M-The Finest and Freshest
Las Vegas chocolatier-making the finest and freshest chocolate confections since 1981. Patriotic Gift Bags, Truffle Hearts, Chocolate Sauces and many other gifts.
Visit www.ethelm.com
- ☐ C. The Sweet Science of Chocolate!
A live webcast with an interactive feature about the origin and background of chocolate in the United States.
Visit www.exploration.com
- ☐ D. Hersey Foods Corporation: Makers of Hershey's Kisses, Reeses Pieces
Visit Hershey's websites and take a virtual factory tour, shop chocolate candies and gifts online, get great baking recipes. Play fun kid games.
Visit www.hersheys.com

Selection adapted from Oregon Department of Education website

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