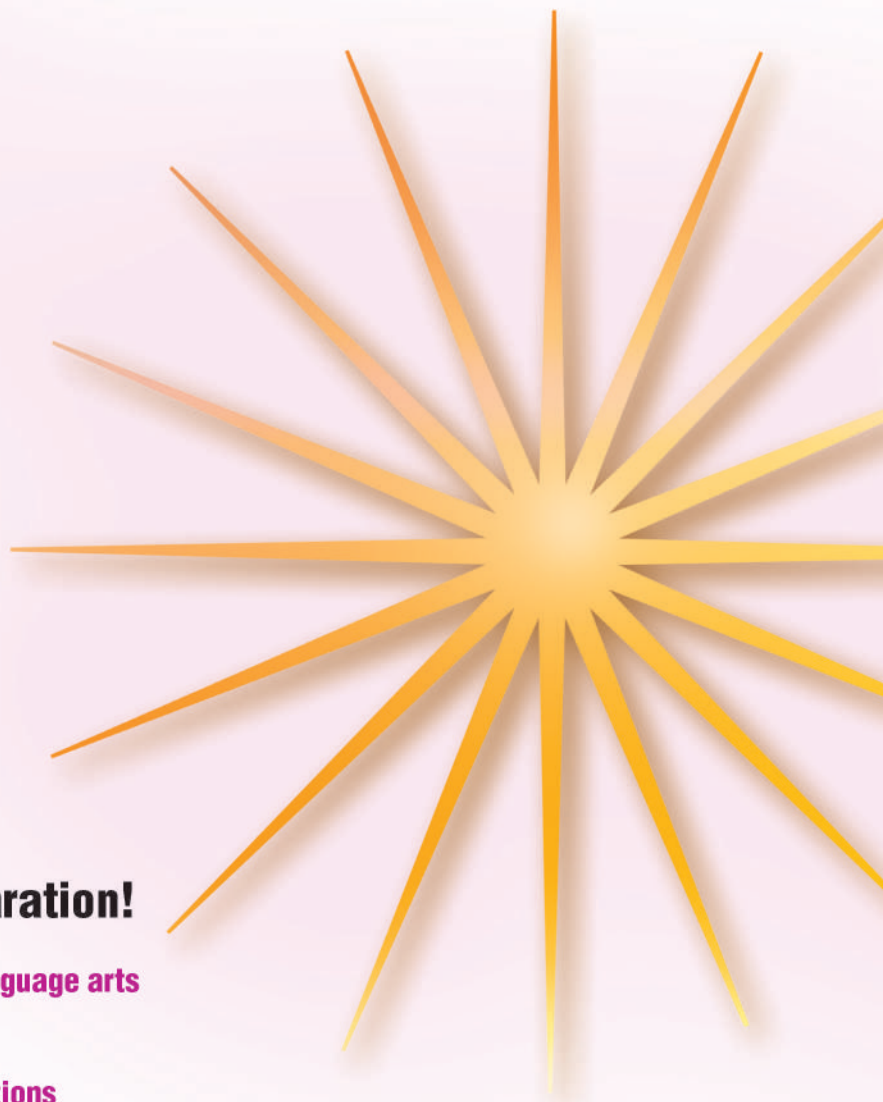


**SPECTRUM**<sup>®</sup>

# Test Prep

GRADE

**7**



## Excellent Tool for Standardized Test Preparation!

- Strategy-based activities for language arts and math
- Test tips to help answer questions
- Encourages critical thinking and reasoning
- Answer key

# Cite Text Evidence to Support Analysis

Reading: Literature

**DIRECTIONS:** Read the poem. Then, answer the questions using details from the poem.

## The Little Black-Eyed Rebel by Will Carleton

A boy drove into the city, his wagon  
loaded down  
With food to feed the people of the  
British-governed town;  
And the little black-eyed rebel, so  
innocent and sly,  
Was watching for his coming from the  
corner of her eye. . . .

He drove up to the market, he waited in  
the line;  
His apples and potatoes were fresh and  
fair and fine;  
But long and long he waited, and no one  
came to buy,  
Save the black-eyed rebel, watching  
from the corner of her eye.

“Now who will buy my apples?” he  
shouted, long and loud;  
And “Who wants my potatoes?” he  
repeated to the crowd;  
But from all the people round him came  
no word of reply,  
Save the black-eyed rebel, answering  
from the corner of her eye.

For she knew that 'neath the lining of the  
coat he wore that day,  
Were long letters from the husbands and  
the fathers far away,  
Who were fighting for the freedom that  
they meant to gain or die;  
And a tear like silver glistened in the  
corner of her eye.

But the treasures—how to get them?  
crept the questions through her mind,  
Since keen enemies were watching for  
what prizes they might find;  
And she paused a while and pondered,  
with a pretty little sigh;  
Then resolve crept through her features,  
and a shrewdness fired her eye.

So she resolutely walked up to the  
wagon old and red;  
“May I have a dozen apples for a kiss?”  
she sweetly said:  
And the brown face flushed to scarlet;  
for the boy was somewhat shy,  
And he saw her laughing at him from the  
corner of her eye. . . .

Clinging round his brawny neck, she  
clasped her fingers white and small,  
And then whispered, “Quick! the letters!  
thrust them underneath my shawl!  
Carry back again *this* package, and be  
sure that you are spry!”  
And she sweetly smiled upon him from  
the corner of her eye. . . .

With the news of loved ones absent to  
the dear friends they would greet,  
Searching them who hungered for them,  
swift she glided through the street.  
“There is nothing worth the doing  
that it does not pay to try,”  
Thought the little black-eyed rebel,  
with a twinkle in her eye.

# Cite Text Evidence to Support Analysis

Reading: Literature

## Strategy

When reading, identify details that are clues to the setting, or the time and place in which this poem is set.

## Test Tip

To identify the setting, look for details about where the little rebel lives and why her relatives are fighting.

1. **PART A: When does the action in this poem take place?**

- (A) during the French and Indian Wars
- (B) during the American Revolution
- (C) during Shays' Rebellion
- (D) during the War of 1812

**Part B: Which lines from the poem best support your answer to Part A? Choose three answers.**

- (A) “. . . With food to feed the people of the British-governed town;”
- (B) “His apples and potatoes were fresh and fair and fine;”
- (C) “. . . Who were fighting for the freedom that they meant to gain or die;”
- (D) “But the treasures—how to get them?”
- (E) “ ‘May I have a dozen apples for a kiss?’ ”
- (F) “. . .Thought the little black-eyed rebel with a twinkle in her eye.”

2. **What effect does the poet create by ending each stanza with “her eye”?**

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3. **Which detail from the poem helps to clarify the meaning of *clinging*?**

- (A) The girl asks for a kiss.
- (B) The boy was somewhat shy.
- (C) The girl clasped her fingers.
- (D) The boy's face flushed scarlet.

4. **Which line shows how the girl feels in stanza 4?**

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**Write how you know. Why does she feel that way?**

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5. **What problem does the little black-eyed rebel need to solve? Cite at least one line from the poem to support your answer.**

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# Determine Theme

Reading: Literature

**DIRECTIONS:** Read the story. Then, answer the questions.

## Growing Pains

“I never should have tried out for the team,” grumbled Chris, slumping to the floor. “When we ran drills today, I tripped over my own feet—*twice*.”

“You’re just having a growth spurt,” replied his grandmother. “Once you’re used to your new body, you’ll hardly remember how awkward you felt growing into it.”

“Yeah, right,” said Chris with a skeptical expression.

“Listen,” his grandmother said. “I have a story to tell you.”

“Not another story,” Chris groaned, but he settled himself to listen.

“An ant running about in search of food came across a chrysalis,” said his grandmother as she settled into her storytelling rhythm.

“The ant stopped dashing about to look more closely at the lumpy casing hanging from a twig. Its hard, shiny surface was turning transparent in places, allowing a brightly colored pattern to show through. The ant could not see enough of the pattern to guess what kind of creature lived inside the shell.

“ ‘Poor creature,’ said the ant. ‘I can run wherever I want, exploring the smallest flower or the tallest tree. You can only lie in your shell. We ants are free to move about.’

“The chrysalis heard all this, but did not reply. A few days later, when the ant passed that way again, he saw that the shell was empty. As he stopped to wonder what had become of the creature inside, he felt himself overshadowed by the gorgeous wings of a butterfly.

“ ‘You pitied me,’ said the butterfly floating overhead, ‘and took pride in your freedom to move about wherever you please. Boast now of your powers to run and climb—as long as you can get me to listen.’

“ ‘So saying, the butterfly soared into the air. The ant watched in amazement as the butterfly was borne along on the summer breeze, out of his sight forever.’”

# Determine Theme

Reading: Literature

## Strategy

Focus on details related to what a character learns about life or how the character faces a problem in order to identify the theme of a story.

## Test Tip

To identify theme in this story, ask: *What lesson does Chris need to learn to solve his problem?*

1. What is the problem that Chris faces?

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Write how you know.

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2. What do the words “slumping to the floor” tell you about Chris?

- (A) He is discouraged.
- (B) He is furious.
- (C) He is proud.
- (D) He is thrilled.

Write how you know.

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4. Write the sentence that shows Chris doesn't believe he will get used to his new body as his grandmother says.

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3. Why does Chris' grandmother insist on telling him a story?

- (A) to help him accept his limitations
- (B) to show him how to become a better athlete
- (C) to encourage him to have patience with himself
- (D) to teach him to treat others with more respect

5. Which character in the fable Chris' grandmother tells is most like Chris? Explain, using details from the story.

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# Determine Theme

Reading: Literature

## Strategy

Combine the dialogue and words that tell what a character thinks or does to get a complete understanding of a character. Use that understanding to identify theme.

6. Which sentence below would make the best moral for the fable Chris' grandmother told?

- (A) Beauty is only skin deep.
- (B) Curiosity will lead you to many unexpected discoveries.
- (C) Boast as much as you like as long as you can back up what you say.
- (D) If you judge someone only by appearances, you will often be wrong.

7. What method does the author use to develop the theme of this story?

- (A) A character tells a story within a story.
- (B) Chris' grandmother explains cause-and-effect.
- (C) A moral at the end of the fable sums up the lesson.
- (D) The narrator moves between the present and the past.

Write how you know.

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## Test Tip

Even when a question does not ask specifically for details from a story or passage, identify details and include them in your answer. The details support your answer.

8. What does Chris' grandmother want him to learn from the story of the chrysalis? Explain.

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9. Will Chris' grandmother help Chris by telling the story? Explain your answer.

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10. If Chris' grandmother is right, how will Chris play in future practices? Explain your answer.

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# Analyze Interaction of Story Elements

Reading: Literature

**DIRECTIONS:** Read the story. Then, answer the questions.

## A New Tepee

Fingers of frost tickled Little Deer's feet. It was a chilly autumn morning, but there was no time to snuggle beneath her buffalo skins. It was going to be a busy day, helping her mother to finish the cover for their family's new tepee.

Little Deer slid her tunic over her head and fastened her moccasins. Wrapping herself in another skin, she walked outside to survey what they had done so far. The tepee cover was beautiful and nearly complete. The vast semicircle was spread across the ground, a patchwork in various shades of brown. After her father and brothers had killed the buffalo, she and her mother had carefully cured and prepared the skins, stretching them and scraping them until they were buttery soft. Then, with needles made from bone and thread made from animal sinew, they had sewn the hides together to form a huge canvas nearly thirty feet across.

Little Deer remembered the day she had learned to make needles. She had watched as her mother had cut grooves into dried leg bones with a sharp flint stone. As usual, she used the flint to break off splinters. Then, for the first time, she handed a splinter to Little Deer. Imitating her mother, Little Deer rubbed the splinter with a piece of granite to smooth the sharp edges. The work went slowly, so Little Deer rubbed harder and harder until the bone fragment broke. Her mother said nothing but gave her another piece of bone. Then, she put her hands over Little Deer's to show her how much pressure to use. When the fragment finally had a smooth, sharp point, her mother showed her how to use the flint to cut a hole for the thread.

"You have learned much today, Little Deer," her mother had said. "Now you know how to turn a leg bone into a needle." Before Little Deer could feel too proud, her mother asked teasingly, "And did you learn something about patience, too?"

Little Deer smiled at the memory. Today they would at long last finish the cover. Then, it would be ready to mount on the lodge poles. Little Deer's father had traded with another tribe for fourteen tall, wooden poles. They would stack the poles together in a cone shape, lashing them together with more rope made from animal sinews. Then, they would carefully stretch the cover over the poles, forming a snug, watertight home.

Little Deer smiled in anticipation. She could just imagine the cozy glow of the fire through the tepee walls at night.

# Analyze Interaction of Story Elements

Reading: Literature

## Strategy

To understand how story elements interact, ask yourself how the setting, characters, and events are all connected.

## Test Tip

To identify how the characters and the setting interact in “A New Tepee,” ask how this story would be different if the characters lived in the same time and place as you.

1. Write details from the first paragraph that tell you about the setting of the story.

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2. Why did Little Deer have “no time to snuggle beneath her buffalo skins”?

- (A) She was going hunting with her brothers.
- (B) She was mounting the lodge poles.
- (C) She was making needles out of bone.
- (D) She was sewing the cover of the tepee.

Write how you know.

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3. PART A: Why does Little Deer’s family need a new tepee?

- (A) to have a more beautiful tepee
- (B) for protection from enemies
- (C) to keep them warm in cold weather
- (D) to replace one that does not have a cover

PART B: Write details from the story that you used to help you answer Part A.

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4. How does Little Deer’s family use natural resources to survive on the Great Plains? Use at least three details from the story to support your answer.

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# Analyze Interaction of Story Elements

Reading: Literature

## Strategy

To determine how the characters respond to their environment in "A New Teepee," identify what things are important to them.

**5. Why does Little Deer's mother think her daughter needs to learn patience?**

- (A) Little Deer tends to act first and think later.
- (B) The needle Little Deer breaks cannot easily be replaced.
- (C) Little Deer's mother takes the time needed to do things correctly.
- (D) The things Little Deer's family needs require a great deal of time to make.

**Write how you know.**

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**7. What might you learn about Native American values from the way the family interacts with the environment and with each other?**

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**6. How does Little Deer's mother try to keep her daughter from becoming too proud?**

- (A) She tells Little Deer she is now ready for more difficult challenges.
- (B) She insists that Little Deer keep working until she makes the needle correctly.
- (C) She gently reminds Little Deer that she needs to take her time when making needles.
- (D) She tells Little Deer that she has learned something, but she still has much more to learn.

# Interpret Figurative Language and Poetic Elements

Reading: Literature

**DIRECTIONS:** Read the poem.

### The Railway Train by Emily Dickinson

<p>1 I like to see it lap the miles, And lick the valleys up, And stop to feed itself at tanks; And then, prodigious<sup>1</sup>, step</p> <p>5 Around a pile of mountains, And, supercilious<sup>2</sup>, peer In shanties, by the sides of roads; And then a quarry pare</p> <p>To fit its sides, and crawl between, 10 Complaining all the while In horrid, hooting stanza; Then chase itself down hill</p>	<p>And neigh like Boanerges<sup>3</sup>; Then, punctual as a star, 15 Stop—docile<sup>4</sup> and omnipotent<sup>5</sup>— At its own stable door.</p> <p><sup>1</sup> <i>prodigious</i>—enormous <sup>2</sup> <i>supercilious</i>—arrogant; acts superior to others <sup>3</sup> <i>Boanerges</i>—a name that means “Son of Thunder”; a loud public speaker <sup>4</sup> <i>docile</i>—obedient, submissive; easy to control <sup>5</sup> <i>omnipotent</i>—all powerful</p>
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**Strategy** To better understand poems, identify and interpret figurative language.

**Test Tip** Similes use a comparison word, such as *like* or *as*. Use these words as clues to identify and interpret similes. Metaphors just compare two unlike things without any word clues.

1. This poem is a metaphor that compares a train to a horse. What words are clues that show the author is comparing the train to a horse?

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\_\_\_\_\_

\_\_\_\_\_

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Write how you know.

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3. Use details from the poem to write a simile comparing a train and a horse.

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2. Which line includes a simile?

- (A) line 2
- (B) line 10
- (C) line 12
- (D) line 14

# Interpret Figurative Language and Poetic Elements

Reading: Literature

## Strategy

As you read, identify words and phrases that don't seem to have literal meanings. Then, find the meaning that makes sense in the poem.

## Test Tip

First, make sure you understand what is happening in the poem by identifying who is speaking and the poem's topic, or what the poem is mainly about. Then, find figurative language and poetic elements that add a deeper meaning.

4. Alliteration is the repetition of the same or similar consonants at the beginnings of nearby words. Identify an example of alliteration in the poem.

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5. Reread the first stanza. Write in your own words what the train is doing using details from the poem.

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6. The author uses the words *docile* and *omnipotent* together. These words suggest that the train stops at the end of its journey because

- (A) the train's engineer is able to make it obey.
- (B) it has no ability to act on its own and continue.
- (C) it is willing to obey the engineer despite its great strength.
- (D) the engineer is giving it a welcome chance to rest after its journey.

7. Which of these words is the best synonym for *supercilious*?

- (A) dignified
- (B) proud
- (C) satisfied
- (D) sneering

Write how you know.

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8. The word *Boanerges* is an allusion, a type of figurative language which is a way of referring to something without mentioning it directly. How might a train be compared to the name "Son of Thunder" or to a public speaker with a loud voice?

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