

**ELA 7th Grade GLCE Correlated to the
05-06 8th Grade MEAP Released Items**

The items below are arranged according to strands and GLCE's. The matching released items follow each GLCE.

READING (Grade 7)

Word Recognition and Word Study

R.WS.07.02 use structural, syntactic, and semantic analysis to recognize unfamiliar words in context (e.g., idioms, analogies, metaphors, similes, knowledge of roots and affixes, major word chunks/rimes, syllabication) **[Core]**

16. In paragraph 6, the author wrote, "*Undeterred*, he began his quest to photograph a snow crystal." In this context, the word *undeterred* means

- A) not attentive.
- B) not discouraged.
- C) not assisted.
- D) not disappointed.

Answer: B

R.WS.07.07 use strategies and authentic content-related resources to determine the meaning of words and phrases in context (e.g., literary terms, cross-cultural words and phrases, mathematical expressions, scientific procedures) **[Core]**

10. According to the selection, because Bentley was also an artist while he was working on his photography, he

- A) tried to make the design of the snow crystals stand out more for the viewer.
- B) took enough pictures of snowflakes to have them published in a large book.
- C) never stopped drawing snowflakes even after he began to photograph them.
- D) never gave up trying to collect two snow crystals that were exactly alike.

Answer: A

30. In the introduction, the author wrote, ". . . truly great leaders do not *disdain* small responsibilities." In this context, the word *disdain* means

- A) despise.
- B) find.
- C) give out.
- D) focus on.

Answer: A

Narrative Text

R.NT.07.03 analyze the role of antagonists, protagonists, internal and external conflicts, and abstract themes [**Core**]

23. Why is the woodcutter's wife *important* to the plot of this story?

- A) She gives King Alfred a task to take his mind off his worries.
- B) Her actions show King Alfred that hard work can be rewarding.
- C) She provides King Alfred with food when he leaves her home.
- D) Her actions enable King Alfred to realize a valuable lesson.

Answer: D

24. Which description of King Alfred *best* supports the *main* idea of the story?

- A) He has many personal problems.
- B) He dislikes being told what to do.
- C) He accepts that he has many responsibilities.
- D) He is upset when he is forced to run away.

Answer: C

25. In paragraph 6, the author wrote, "He tried to pay attention to the cakes, but soon all his troubles filled his mind." Which of these *best* describes how King Alfred felt at this point in the story?

- A) sure of himself and what he must do in the future
- B) afraid of what will happen to him if he is found
- C) overwhelmed by the problems of his people
- D) angered by the fact that he must disguise himself

Answer: C

26. What is King Alfred's *biggest* problem in this story?

- A) He forgets to watch the cakes.
- B) The woodcutter's wife scolds him.
- C) The woodcutter recognizes who he is.
- D) The Danes are invading his kingdom.

Answer: D

27. The woodcutter's wife did not recognize King Alfred *probably* because

- A) her eyesight was not very good.
- B) he was disguised as a poor shepherd.
- C) he was not popular with the English people.
- D) she was too busy with her chores to look at him.

Answer: B

28. In paragraph 13, the author wrote, ". . . soon he drove the Danes out of England." This statement shows that King Alfred's experience at the woodcutter's hut made him realize

- A) he could not ignore his duties as king.
- B) his enemies were not as brave as he was.
- C) he needed to be more careful in the future.
- D) his generosity would eventually be rewarded.

Answer: A

29. In this story, King Alfred did not do what the woodcutter's wife asked of him. This was because

- A) he was unwilling to take orders from her.
- B) he was too busy thinking about his problems.
- C) he did not understand the instructions she had given him.
- D) he forgot what he was to do because he was tired.

Answer: B

R.NT.07.04 analyze author's craft (e.g., theme, antagonists, protagonists, over and understatement, exaggeration) **[Core]**

20. The author of "The Legacy of 'Snowflake' Bentley" described Bentley's life work as a "labor of love," while the author of "Mystery on the Cahaba River" used the metaphor of scientist as

- A) adventurer.
- B) detective.
- C) composer.
- D) businessman.

Answer: B

Informational Text

R.IT.07.01 analyze elements and style of informational genre (e.g., persuasive essay, research report, brochure, personal correspondence, autobiography/biography) **[Core]**

7. The author wrote the selection *mainly* to

- A) convince the reader of the importance of scientists' efforts in the struggle against plant extinction.
- B) inform the reader about how a creature important to the survival of one particular plant was identified.
- C) compare and contrast what two types of scientists did in order to track down a plant pollinator.
- D) entertain the reader with an engaging, humorous story about a remarkable scientific discovery.

Answer: B

8. The author of the selection is *most likely* a

- A) reporter with an interest in natural science.
- B) scientist explaining an important discovery.
- C) writer with a humorous story to relate.
- D) long-time inhabitant of central Alabama.

Answer: A

19. *Both* selections are informational. "Mystery on the Cahaba River" could be called narrative non-fiction, while "The Legacy of 'Snowflake' Bentley" is

- A) an autobiography.
- B) a biography.
- C) an essay.
- D) realistic fiction.

Answer: B

R.IT.07.02 analyze organizational patterns (e.g., compare/contrast, cause and effect, sequence)
[Core]

6. Which one of the following events took place *last*?

- A) Dr. Haddock paddled his canoe down along the Cahaba River at midnight.
- B) Dr. Davenport began to study Cahaba lilies.
- C) Dr. Davenport gave a speech about searching for the Cahaba lily's pollinator.
- D) Dr. Haddock captured a type of sphinx moth.

Answer: D

R.IT.07.03 explain how authors use writer's craft and text features to enhance the understanding of central, key, and supporting ideas (e.g., metaphors, similes, captions, diagrams, appendices)
[Core]

1. The author uses several words and phrases to make Dr. Davenport and Dr. Haddock seem similar to

- A) guides.
- B) writers.
- C) doctors.
- D) detectives.

Answer: D

2. In the *first* paragraph of the selection, the author uses words that create a mood of

- A) confusion.
- B) desperation.
- C) suspense.
- D) disbelief.

Answer: C

3. The author placed a break in the text about halfway through the selection

- A) to bring a sense of drama to the discovery she is just about to describe.
- B) after she finishes her description of several types of flying pollinators.
- C) to call special attention to the setting where the Cahaba lily is growing.
- D) when she starts to detail a second scientist's involvement in the search.

Answer: D

13. In paragraph 4, the author wrote that Bentley had "no way to share his enjoyment of the delicate *hexagons*." Based on the illustration of a snowflake that accompanies the selection, which one of the following is *most likely* the meaning of the word *hexagons*?

- A) five-sided figures
- B) six-sided figures
- C) seven-sided figures
- D) eight-sided figures

Answer: B

Comprehension

R.CM.07.01 connect personal knowledge, experience, and understanding of the world to themes and perspectives in the text **[Core]**

18. One of the themes of *both* selections is pursuing one's dreams. Which of the following would be another good theme?

- A) honesty
- B) cooperation
- C) perseverance
- D) survival

Answer: C

R.CM.07.02 read, retell, and summarize grade level appropriate narrative and informational texts
[Core]

11. What was the young Bentley's *major* problem when he was trying to sketch a snow crystal?

- A) completing the drawing of the snow crystal before it evaporated
- B) picking up the snow crystal using a piece of straw from a broom
- C) seeing enough details of the snow crystal through his microscope
- D) flattening the snow crystal with a bird feather and a piece of straw

Answer: A

12. In his early attempts to photograph snowflakes, how did Bentley finally solve the problem of negatives that appeared blank?

- A) He reduced the amount of light reaching the camera lens.
- B) He followed the advice of professional photographers.
- C) He made copies of the original glass plate negatives.
- D) He started carrying the negatives to a brook for washing.

Answer: A

14. According to the selection, Bentley's *main* goal in life was to

- A) become a well-known pianist.
- B) make a living as a photographer.
- C) capture images of snowflakes.
- D) have a wide variety of interests.

Answer: C

15. All the following words describe Bentley **EXCEPT**

- A) musician.
- B) businessman.
- C) artist.
- D) scientist.

Answer: B

21. In "Mystery on the Cahaba River" the scientists' mission was to find the pollinator of the Cahaba lily, while Bentley's mission was to

- A) capture in photographs the design of snowflakes.
- B) invent a better microscope to observe snowflakes.
- C) find a better way to draw snowflakes.
- D) develop a method to measure snowflakes.

Answer: A

R.CM.07.03 state global themes, universal truths, and principles within and across texts to create a deeper understanding **[Core]**

17. What conclusion can a person draw from the two reading selections?

- A) A person needs a college degree to be a researcher.
- B) A scientist always needs a microscope.
- C) It takes a long time and hard work to accomplish a goal.
- D) Compassion is an important character trait.

Answer: C

22. Discovery provides a strong motivation in some people's lives. Do you agree or disagree? Explain your answer using specific details and examples from *both* "Mystery on the Cahaba River" and "The Legacy of 'Snowflake' Bentley." Be sure to show how the two selections are alike or connected.

R.CM.07.04 apply significant knowledge from what has been read in grade level appropriate science and social studies texts **[Core]**

4. Based on the information in the selection, which one of the following events would be the *most likely* cause of an extinction of the Cahaba lily?

- A) *Paratraea plebeja* moths in the Cahaba River region dying off in large numbers
- B) the spread of a disease affecting butterflies whose habitat was the Cahaba River
- C) large numbers of Alabamans picking the Cahaba lily for its spring beauty
- D) the Cahaba River severely flooding during the month of May three years in a row

Answer: A

5. Which one of the following *facts* is *most necessary* in order to understand why the scientists would be working so hard to find the pollinator?

- A) Botanists are familiar with the habitat of the Cahaba lily.
- B) The Cahaba lily has been named as an endangered plant.
- C) The Cahaba lily has distinctive white blooms every May.

D) Only recently has the Cahaba lily been thoroughly studied.

Answer: B

Critical Standards

R.CS.07.01 analyze the appropriateness of shared, individual, and expert standards based on purpose, context, and audience in order to assess their own work and work of others **[Core]**

9. Which one of the following quotations from the selection provides the *best* support for the author's claim that Bentley was "able to share the beauty of his snow crystals with the world"?

A) "And nothing fascinated him more than snowflakes. It would become a passion that would last a lifetime, earn him the nickname 'Snowflake Bentley,' and make him known around the world."

B) "If you have ever seen a snowflake design on a mug, or on jewelry, or maybe on a tote bag, chances are it was based on one of Bentley's more than 5,000 photomicrographs of snow crystals."

C) "Bentley's book, *Snow Crystals*, containing 2,453 of his photographs, was finally published and delivered to his house just weeks before his death in 1931. . . . He never made more than a few thousand dollars from his work. . . ."

D) "To scientists, he was the untrained researcher who not only photographed snow crystals, but also kept a detailed daily log of weather conditions throughout his life and developed a method to measure the size of raindrops."

Answer: B

LINKING ITEMS

The items below are arranged according to strands and GLCE's from the previous grade. The matching released items follow each linking GLCE from the previous grade's test (7th grade test).

R.WS.06.07 use strategies (e.g., connotation, denotation) and authentic content related resources to determine the meaning of words and phrases in context (e.g., regional idioms, content area vocabulary, technical terms) **[Core]**

3 The conductors, stations, and passengers mentioned in the author's description of the Underground Railroad are

A) familiar words involved with railway transportation.

B) code words.

C) parts of the slave catchers' network.

D) law enforcement terms.

Answer: B

R.NT.06.02 analyze elements and style of narrative genres (e.g., folktales, fantasy, adventure, action) **[Core]**

10. Which kind of literature is “Hisako, The Girl Who Would Be Beautiful”?

- A) biography
- B) novel
- C) short story
- D) nonfiction

Answer: C

R.NT.06.03 analyze the role of dialogue, plot, characters, themes, major and minor characters, and climax **[Core]**

1. Allen was afraid while helping Henry James because of the

- A) slowness of his buggy.
- B) real risks he was taking.
- C) anger of his father if he made mistakes.
- D) difficulty in thinking under pressure.

Answer: B

4. Near the end of the selection, what does Henry James do for Allen?

- A) He perceives his anger and calms him.
- B) He senses his vulnerabilities and scares him.
- C) He notices his fear and encourages him.
- D) He sees his nervousness and tells him everything is fine.

Answer: C

9. By the end of the story, Hisako

- A) develops a stronger relationship with her family.
- B) follows the example set by her sister and mother.
- C) becomes a skilled artist and musician.
- D) understands her own strengths.

Answer: D

11. Which of the following are *most* important to the author of this selection as she makes her point about the meaning of beauty?

- A) facts and setting
- B) characters and plot
- C) humor and dialogue
- D) description and tone

Answer: B

12. In this story, the author lets us know what Hisako is like by

- A) showing Hisako's behavior toward others.
- B) including her opinions of others.
- C) letting us know what her parents think of her.
- D) describing in detail her appearance.

Answer: A

15. Hisako's experience helps her to learn the value of

- A) determination and strength.
- B) intelligence and ambition.
- C) generosity and charity.
- D) beauty and superiority.

Answer: C

16. Suppose that a person has had an experience like Hisako has in this story. That person's motto would *most likely* become,

- A) "Never give more than others give to you."
- B) "Stick with your own friends and family."
- C) "If at first you don't succeed, try again."
- D) "Accept others' good words about you."

Answer: D

R.CM.06.01 connect personal knowledge, experience, and understanding of the world to themes and perspectives in the text **[Core]**

8. This selection highlights which human trait?

- A) survivalism: "Each for himself."
- B) altruism: "People helping people."
- C) isolationism: "Take care of your own."
- D) competitiveness: "May the best man win."

Answer: B

13. What is one important lesson that can be learned from Hisako's experience?

- A) We should learn to value our own best qualities.
- B) Opinions are more important than actions.

- C) Everyone is equally admirable.
- D) We should stand up for our personal opinions.

Answer: A

R.CM.06.03 state global themes, universal truths, and principles within and across texts to create a deeper understanding **[Core]**

2. Some people might criticize Mr. Jay for involving his son in an activity that involved some danger. Those with the *opposite* opinion, though, might say that young people like Allen

- A) cannot make adult decisions.
- B) will not learn much from their involvement.
- C) should accept without question the laws of the land.
- D) can mature through participation in worthy activities.

Answer: D

5. Allen Jay's story demonstrates the

- A) beauty and worth of sacrifice.
- B) ease of challenging the law.
- C) contribution young people can make.
- D) injustice of prejudice.

Answer: C

6. The events of this story show that while some people mistreat their fellow humans, other people

- A) disapprove but are too lazy to take action.
- B) would like to help but need to shield their children.
- C) go out of their way to provide help and restore dignity.
- D) are afraid to get involved in anything that might mean trouble.

Answer: C

7. Based on the information in this selection, which of the following was essential to the Underground Railroad?

- A) a great deal of cash money on hand for emergencies
- B) a young, innocent-looking person to carry messages
- C) a friendly, unspoken agreement with the local police
- D) a well-coordinated system for moving runaways along

Answer: D

14. Which of the following could be learned from Hisako's experiences and her emotional growth?

- A) Children cannot make careful judgments and decisions.
- B) Young people worry too much over issues that do not matter.
- C) Children should be left alone and allowed to learn for themselves.
- D) Young people respond strongly to encouragement and a chance to help others.

Answer: D

WRITING (Grade 7)

Writing Process

W.PR.07.01 set a purpose, consider audience, and replicate authors' styles and patterns when writing narrative or informational text **[Core]**

31. BALANCING YOUR LIFE

A part of life is learning to balance many aspects of our lives. We can balance relationships or time. Balance can involve knowing when to work and when to play.

Do **ONLY ONE** of the following:
describe how your life is or is not well-balanced

OR

write about how you plan to balance your life

OR

write about someone you know who lives a well-balanced life

OR

explain why balance in life may be desirable

OR

write about the theme in your own way.

W.PR.07.04 select and use titles, leads, and endings to achieve a specific purpose for specific audiences. (revise writing to ensure that content, structure, elements of style and voice, literary devices, and textual features are consistent) **[Core]**

36 Which sentence should be removed from paragraph 2 to help improve the flow of the paragraph?

- A) I also like to play sports, eat and watch t.v.
- B) In fact, I love napping so much that it helped me overcome one of my worst challenges, the dark.
- C) My favorite thing to do is sleep.
- D) The paragraph is fine.

Answer: A

W.PR.07.05 edit their writing using proofreaders' checklists both individually and in peer editing groups **[Core]**

37. Does the writer successfully address the question: Do I stay focused on my central idea?

Use details from the student writing sample to support your answer.

Personal Style

W.PS.07.01 exhibit individual style to enhance the written message (e.g., in narrative text: personification, humor, element of surprise; in informational text: emotional appeal, strong opinion, credible support) **[Core]**

34. On line 1, the phrase ". . . my ears prick up like Bambi near a hunter" is an example of which of the following literary devices?

- A) foreshadowing
- B) metaphor
- C) idiom
- D) simile

Answer: D

35. Why does the author *probably* include the dictionary definition of "challenge" in line 4?

- A) to demonstrate his ability to use classroom resources
- B) to build a sense of drama and suspense in his essay
- C) to strengthen the impact of his own definition of "challenge"
- D) to show off his knowledge of the true definition of "challenge"

Answer: C

Grammar and Usage

W.GR.07.01 in the context of their writing, use style conventions (e.g., MLA) and a variety of grammatical structures in their writing including participial phrases, adverbial subordinate clauses, superlative adjectives and adverbs, present/past/future, continuous verb tenses, parentheses, singular and plural possessive forms, and indefinite pronouns **[Core]**

33. What is the correct way to punctuate the sentence beginning on line 11?

- A) When I went to bed at night, I would huddle under the covers with my light on until I fell asleep.
- B) When I went to bed, at night I would huddle under the covers with my light on until I fell asleep.
- C) When I went to bed at night I would huddle under the covers, with my light on until I fell asleep.

D) When I went to bed at night I would huddle, under the covers with my light on until I fell asleep.

Answer: A

Spelling

W.SP.07.01 correctly spell the derivatives of bases and affixes in the context of their own writing
[Core]

32. Which of the following words is misspelled?

- A)** excitement in line 3
- B)** dilemma in line 9
- C)** hare in line 11
- D)** eventually in line 16

Answer: D