

Student Name:



2019-2020

7th Grade Language Arts

2nd Benchmark

**Hardeman County Schools
Tennessee**

August 2019



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DIRECTIONS:

- Read each of the passages, and answer the questions that follow.
- You will choose the best answer for some questions, but you will have to choose more than one answer for some of the others. Choose the best answer or answers from the choices given.
- Stop when you see the words "STOP. END OF LANGUAGE ARTS BENCHMARK."

from ***Ox-Team Days on the Oregon Trail***

by Ezra Meeker and Howard R. Driggs

- 1 We crossed the Missouri on the seventeenth and eighteenth of May. The next day we made a short drive and camped within hearing of the shrill steamboat whistle that resounded far over the prairie.
- 2 The whistle announced the arrival of a steamer. This meant that a dozen or more wagons could be carried across the river at a time, and that a dozen or more trips could be made during the day, with as many more at night. Very soon we were overtaken by this throng of wagons. They gave us some troubles, and much discomfort.
- 3 The rush for the West was then at its height. The plan of action was to push ahead and make as big a day's drive as possible; hence it is not to be wondered at that nearly all the thousand wagons that crossed the river after we did soon passed us.
- 4 "Now, fellers, just let 'em rush on. If we keep cool, we'll overcatch 'em before long," said McAuley.
- 5 And we did. We passed many a team, broken down as a result of those first few days of rush. People often brought these and other ills upon themselves by their own indiscretion.
- 6 The traveling had not progressed far until there came a general outcry against the heavy loads and unnecessary articles. Soon we began to see abandoned property. First it might be a table or a cupboard, or perhaps a bedstead or a cast-iron cookstove. Then feather beds, blankets, quilts, and pillows were seen. Very soon, here and there would be an abandoned wagon; then provisions, stacks of flour and bacon being the most abundant—all left as common property.
- 7 It was a case of help yourself if you would; no one would interfere. In some places such a sign was posted, "Help yourself." Hundreds of wagons were left and hundreds of tons of goods. People seemed to vie with each other in giving away their property. There was no chance to sell, and they disliked destroying their goods.
- 8 Long after the end of the mania for getting rid of goods to lighten loads, the abandonment of wagons continued, as the teams became weaker and the ravages of cholera among the emigrants began to tell. It was then that many lost their heads and ruined their teams by furious driving, by lack of care, and by abuse. There came a veritable stampede—a strife for possession of the road, to see who should get ahead. It was against the rule to attempt to pass a team ahead; a wagon that had withdrawn from the line and stopped beside the trail could get into the line again, but on the march, it could not cut ahead of the wagon in front of it. Yet now whole trains would strive, often with bad blood, for the mastery of the trail, one attempting to pass the other. Frequently there were drivers on both sides of the team to urge the poor, suffering brutes forward.
- 9 We were on the trail along the north side of the Platte River. The cholera epidemic struck our moving column where the throng from the south side of the Platte began crossing. This, as I recollect, was near where the city of Kearney now stands, about two hundred miles west of the Missouri River.
- 10 "What shall we do?" passed from one to another in our little family council.

- 11 "Now, fellers," said McAuley, "don't lose your heads, but do just as you've been doing. You gals, jist make your bread as light as ever, and we'll take river water the same as ever, even if it is most as thick as mud, and boil it."
- 12 We had all along refused to dig little wells near the banks of the Platte, as many others did; for we had soon learned that the water obtained was strongly charged with alkali, while the river water was comparatively pure, except for the sediment, so fine as seemingly to be held in solution.
- 13 "Keep cool," McAuley continued. "Maybe we'll have to lay down, and maybe not. Anyway, it's no use frettin'. What's to be will be, 'specially if we but help things along."
- 14 This homely yet wise counsel fell upon willing ears, as most of us were already of the same mind. We did just as we had been doing, and all but one of our party escaped unharmed.
- 15 We had then been in the buffalo country for several days. Some of the young men, keen for hunting, had made themselves sick by getting overheated and drinking impure water. Such was the experience of my brother Oliver. Being of an adventurous spirit, he could not restrain his ardor, gave chase to the buffaloes, and fell sick almost to death.
- 16 This occurred just at the time when we encountered the cholera panic. It must be the cholera that had taken hold of him, his companions argued. Some of his party could not delay.
- 17 "It is certain death," I said, "to take him along in that condition."
- 18 They admitted this to be true.
- 19 "Divide the outfit¹, then," it was suggested.
- 20 Two of Oliver's companions, the Davenport brothers, would not leave him; so their portion of the outfit was set aside with his. This gave the three a wagon and a team.
- 21 Turning to Buck, I said, "I can't ask you to stay with me."
- 22 The answer came back as quick as a flash, "I'm going to stay with you without asking."
- 23 And he did, too, though my brother was almost a total stranger to him.
- 24 We nursed the sick man for four days amidst scenes of death and excitement such as I hope never again to see. On the fifth day we were able to proceed and to take the convalescent man with us.
- 25 The experience of our camp was the experience of hundreds of others: there were countless incidents of friends parting; of desertion; of noble sacrifice; of the revelation of the best and the worst in man.

Excerpt from *Ox-Team Days on the Oregon Trail* by Ezra Meeker and Howard R. Driggs. http://www.gutenberg.org/files/29543/29543-h/29543-h.htm#Page_33 (5/28/19). Public domain.

¹outfit—a group associated in an undertaking requiring close cooperation

1. Which quotation from the passage shows the reason why McAuley was an effective leader for the group?

- A** "The plan of action was to push ahead and make as big a day's drive as possible; hence it is not to be wondered at that nearly all the thousand wagons that crossed the river after we did soon passed us." (paragraph 3)
- B** "It was against the rule to attempt to pass a team ahead; a wagon that had withdrawn from the line and stopped beside the trail could get into the line again, but on the march, it could not cut ahead of the wagon in front of it." (paragraph 8)
- C** "This homely yet wise counsel fell upon willing ears, as most of us were already of the same mind." (paragraph 14)
- D** "On the fifth day we were able to proceed and to take the convalescent man with us." (paragraph 24)

2. Which quotation from the passage supports the inference that there was a sense of loyalty within each group of men?

- A** "Hundreds of wagons were left and hundreds of tons of goods. People seemed to vie with each other in giving away their property." (paragraph 7)
- B** "It was then that many lost their heads and ruined their teams by furious driving, by lack of care, and by abuse." (paragraph 8)
- C** "It must be the cholera that had taken hold of him, his companions argued. Some of his party could not delay." (paragraph 16)
- D** "Two of Oliver's companions, the Davenport brothers, would not leave him; so their portion of the outfit was set aside with his." (paragraph 20)

Part A**3. Which is a theme from the passage?**

- A** A strong desire to win results in unhealthy competition.
- B** Harsh leadership keeps workers focused on their tasks.
- C** Lack of preparation and a rush to succeed cause problems.
- D** Personal satisfaction comes from hard work and loyalty.

Part B**4. Which quotation helps develop the theme in Part A?**

- A** "This meant that a dozen or more wagons could be carried across the river at a time, and that a dozen or more trips could be made during the day, with as many more at night."
(paragraph 2)
- B** "People often brought these and other ills upon themselves by their own indiscretion."
(paragraph 5)
- C** "Yet now whole trains would strive, often with bad blood, for the mastery of the trail, one attempting to pass the other." (paragraph 8)
- D** "Frequently there were drivers on both sides of the team to urge the poor, suffering brutes forward." (paragraph 8)

5. Which sentence belongs in a summary of the selection?

- A** The steamboat whistle helped people know when to leave.
- B** The threat of cholera led to panic and harsh conditions.
- C** Many of the water sources on the trail were contaminated.
- D** Some young men became ill after getting overheated while hunting buffalo.

6. How were the men and women of the Ox-Team affected by the setting?

- A** The lack of space on the trail resulted in impatience and anxiety.
- B** The river provided guidance for the shortest route to their destination.
- C** The abundance of buffalo made finding food sources convenient.
- D** The limited water resources made finding and purifying water an involved process.

7. How does the author develop the point of view of the Ox-Team in contrast to the other teams on the trail?

- A** by clarifying why the Ox-Team refused to drink river water in contrast to the other teams that drank any water they could find
- B** by describing the Ox-Team's meticulous preparations and patience in contrast to the preparations and rushed behaviors of the other teams
- C** by explaining why the Ox-Team's members held the philosophy that no person on their team should be left behind
- D** by illustrating how the Ox-Team controlled its determination to remain at the front of the line of wagon teams

8. What tone is conveyed through the phrase "was then at its height" as it is used in paragraph 3?

- A** an anticipatory tone
- B** an apprehensive tone
- C** an inspired tone
- D** an urgent tone

"Against All Odds"

by Naomi Pasachoff

- 1 Today we often speak of women breaking the glass ceiling. The phrase refers to the invisible and yet very real obstacles that women must navigate in order to advance in their chosen fields, especially those fields that have been traditionally male domains. Through determination and grit, Marie Curie overcame barriers to her achievement of her professional goals. Curie treated the bylaws of the University of Warsaw, which until 1915 prohibited women from enrolling, as a mere inconvenience. Nothing could stop her from pursuing studies in science.

A Desire for Knowledge

- 2 Curie was hardly the only Polish woman to attend the secret academy in Warsaw known as the Floating University and then to travel abroad for a traditional university education. When she enrolled in the Sorbonne, she found other female students at her side. Still, women were outnumbered overwhelmingly in the predominantly male student body. Marie Curie was the first woman to earn a doctorate at the Sorbonne; she went on to encourage other young women, including her own daughter Irene, to earn their doctorates at the French university.

The Burden of the Professorship

- 3 As Curie herself publicly acknowledged, her position as the first female professor at the Sorbonne was an honor that had been thrust upon her "under cruel circumstances"—her husband Pierre's sudden death. Certainly, she would rather never to have become a professor at all than to have been appointed as a result of that tragic event.
- 4 Before the University of Paris made her the unprecedented offer to take over Pierre's position, she was offended by a different offer, this one from the French government. The day after Pierre's funeral, the government proposed to support Curie and her daughters with a state pension¹. After all, following the death of the renowned chemist Louis Pasteur in 1895, his wife had accepted a similar arrangement. Curie, however, dismissed the pension as a demeaning proposition. She preferred to support herself and her daughters through her own efforts.
- 5 Even though she declined the pension, Curie was uncertain as to whether she should accept the Sorbonne University professorship. Eventually she overcame her doubts and hesitation. In her book *Pierre Curie*, she wrote, "I accepted this heavy heritage, in the hope that I might build up some day, in his memory, a laboratory worthy of him, which he had never had, but where others would be able to work to develop his idea."

Change Comes Slowly

- 6 Curie joined the faculty at the Sorbonne fifteen years to the day after she first enrolled there as a student on November 5, 1891. This achievement is all the more remarkable when we consider a report published in 2008: "French Women in Physics: Status and Actions." More than a century after Curie became the first female professor in France, women remain underrepresented on French university faculties. For example, even today only about ten percent of full professors of physics at universities throughout France are women.

¹pension—a fixed amount paid at regular intervals in consideration of past services

- 7 If we examine Curie's other firsts as a woman, it becomes even more apparent that the obstacles Curie overcame are obstacles that still exist today. She was the first woman to receive a Nobel Prize, and the first person, male or female, to win a Nobel Prize in two different sciences. Since Curie won the Nobel Prize for Physics in 1903, only one other woman has been granted that honor—Maria Goeppert Mayer in 1963. However, Curie shared her prize with two men, as did Mayer 60 years later.
- 8 Since Curie was awarded the Nobel Prize for Chemistry in 1911, only three other women have earned that honor: Irene Joliot-Curie (Curie's daughter) in 1935, Dorothy Crowfoot Hodgkin in 1964, and Ada Yonath in 2009. Since Marie Curie, not one scientist has won Nobel Prizes in two different sciences.

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9. Which quotation includes information that should be included in a summary of the passage?

- A** "Curie treated the bylaws of the University of Warsaw, which until 1915 prohibited women from enrolling, as a mere inconvenience." (paragraph 1)
- B** "Marie Curie was the first woman to earn a doctorate at the Sorbonne; she went on to encourage other young women, including her own daughter Irene, to earn their doctorates at the French university." (paragraph 2)
- C** "After all, following the death of the renowned chemist Louis Pasteur in 1895, his wife had accepted a similar arrangement." (paragraph 4)
- D** "For example, even today only about ten percent of full professors of physics at universities throughout France are women." (paragraph 6)

10. Which statement explains how Curie played a part in the opportunities available to women in the future?

- A** Marie Curie helped develop doctorate programs for women at French universities.
- B** Marie Curie's determination in fighting for a place in a male-dominated career provided a model for women who wished to follow in her footsteps.
- C** Marie Curie's distinction as the first woman to win a Nobel Prize in Chemistry verified that women were as capable in scientific fields as men.
- D** Marie Curie accepted the professorship to encourage leaders to interview more women.

11. Read these sentences from paragraph 4.

Curie, however, dismissed the pension as a *demeaning* proposition. She preferred to support herself and her daughters through her own efforts.

What does the author's use of the word *demeaning* help the reader understand about Curie?

- A** She was embarrassed to accept financial compensation for her husband's work.
- B** She was grateful for the offer that would make adjusting to life without her husband easier.
- C** She was afraid the money would keep her daughters from working hard.
- D** She was insulted by the government's offer of a state pension.

12. What is the meaning of the phrase "this heavy heritage" in paragraph 5?

- A** Accepting the professorship was an emotional burden that honored her husband.
- B** Accepting the professorship would provide the opportunity to continue the work her husband had started.
- C** The professorship created a struggle for Curie to earn respect as a woman.
- D** The professorship presented a difficult decision for Curie because she had not earned the job on her own.

13. What is the *primary* way the author has structured the passage?

- A** by comparing Curie's professional accomplishments to those of men in her field
- B** by describing the qualities that enabled Curie to fight for the recognition she deserved
- C** by detailing chronologically the major milestones in Curie's career
- D** by emphasizing the opportunities that were given to female scientists once Curie earned her way

Part A**14. Which is a claim made by the author in the passage?**

- A** Marie Curie was not deterred by the obstacles that were in the way of her pursuing a career in science.
- B** Marie Curie had to overcome her lack of confidence and hesitation to achieve her dream to become a scientist.
- C** Marie Curie had to fight through barriers that existed for women in science that still exist today.
- D** Marie Curie is the only scientist, either male or female, who has won two Nobel Prizes, one in Chemistry and one in Physics.

Part B**15. Which quotation supports the answer in Part A?**

- A** "Curie was hardly the only Polish woman to attend the secret academy in Warsaw known as the Floating University and then to travel abroad for a traditional university education." (paragraph 2)
- B** "The day after Pierre's funeral, the government proposed to support Curie and her daughters with a state pension." (paragraph 4)
- C** "She was the first woman to receive a Nobel Prize, and the first person, male or female, to win a Nobel Prize in two different sciences." (paragraph 7)
- D** "Since Curie won the Nobel Prize for Physics in 1903, only one other woman has been granted that honor—Maria Goeppert Mayer in 1963." (paragraph 7)

16. Which two quotations provide evidence of Marie Curie's inner strength?

- A** "Still, women were outnumbered overwhelmingly in the predominantly male student body." (paragraph 2)
- B** "Certainly, she would rather never to have become a professor at all than to have been appointed as a result of that tragic event." (paragraph 3)
- C** "She preferred to support herself and her daughters through her own efforts." (paragraph 4)
- D** "Curie joined the faculty at the Sorbonne fifteen years to the day after she first enrolled there as a student on November 5, 1891." (paragraph 6)
- E** "More than a century after Curie became the first female professor in France, women remain underrepresented on French university faculties." (paragraph 6)

“The Ship and Her Makers”

by John Masefield

THE ORE¹

Before Man’s labouring wisdom gave me birth
I had not even seen the light of day;
Down in the central darkness of the earth,
Crushed by the weight of continents I lay,
5 Ground by the weight to heat, not knowing then
The air, the light, the noise, the world of men.

THE TREES

We grew on mountains where the glaciers cry,
Infinite somber armies of us stood
Below the snow-peaks which defy the sky;
10 A song like the gods moaning filled our wood;
We knew no men—our life was to stand staunch,
Singing our song, against the avalanche.

THE HEMP AND FLAX

We were a million grasses on the hill,
A million herbs which bowed as the wind blew,
15 Trembling in every fiber, never still;
Out of the summer earth sweet life we drew.
Little blue-flowered grasses up the glen,
Glad of the sun, what did we know of men?

THE WORKERS

We tore the iron from the mountain’s hold,
20 By blasting fires we smithied it to steel;
Out of the shapeless stone we learned to mould
The sweeping bow, the rectilinear keel²;
We hewed the pine to plank, we split the fir,
We pulled the myriad flax to fashion her.
25 Out of a million lives our knowledge came,
A million subtle craftsmen forged the means;
Steam was our handmaid and our servant flame,
Water our strength, all bowed to our machines.
Out of the rock, the tree, the springing herb
30 We built this wandering beauty so superb.

¹ore—a metal-bearing mineral or rock that can be mined at a profit

²rectilinear keel—a structural element of a boat made up of straight lines

THE SAILORS

We, who were born on earth and live by air,
Make this thing pass across the fatal floor,
The speechless sea; alone we commune there
Jesting with death, that ever-open door.
35 Sun, moon, and stars are signs by which we drive
This wind-blown iron like a thing alive.

THE SHIP

I march across great waters like a queen,
I whom so many wisdoms helped to make;
Over the uncruddled billows of seas green
40 I blanch³ the bubbled highway of my wake.
By me my wandering tenants clasp the hands,
And know the thoughts of men in other lands.

"The Ship and Her Makers" from *Lollington Downs and Other Poems, with Sonnets* by John Masefield. Copyright 1917 by London: William Heinemann. Public domain.

³blanch—to whiten

17. Which set of lines from the poem describes a benefit of sailing on a ship?

- A** "Out of a million lives our knowledge came,
A million subtle craftsmen forged the means;" (lines 25-26)
- B** "Out of the rock, the tree, the springing herb
We built this wandering beauty so superb." (lines 29-30)
- C** "We, who were born on earth and live by air,
Make this thing pass across the fatal floor," (lines 31-32)
- D** "By me my wandering tenants clasp the hands,
And know the thoughts of men in other lands." (lines 41-42)

18. What does the speaker mean in line 27 by saying, "Steam was our handmaid and our servant flame"?

- A** The steam provided comfort during the long hours of building the ship.
- B** The steam was one element the workers did not know they would need.
- C** The steam provided the assistance the workers needed to manipulate the metal and wood.
- D** The steam helped loosen the mechanisms on the tools used to build the ship.

19. How do lines 5-6, 11-12, and 17-18 impact the meaning of the poem?

- A** The lines emphasize the harsh conditions the natural elements had to endure before being discovered by the men.
- B** The lines contrast the influence each of the natural elements had on the steps of the ship-building process.
- C** The lines highlight the leading role the men had in locating the natural elements and learning how to use them to create a ship.
- D** The lines stress that the natural elements did not appreciate the simplicity of their environments.

20. How does the poet use structure to contribute to the meaning of the poem?

- A** The poet uses a regular rhyme scheme to mimic the rhythm of the waves.
- B** The poet uses chronological order to outline the discoveries and advancements made by men.
- C** The poet uses narrative structure to present each element of the ship-building process as a character.
- D** The poet uses two stanzas to describe the workers to highlight them as the most important part of the ship-building process.

21. In the last two stanzas of the poem, what contrast is revealed between the points of view of the sailors and the ship?

- A** The sailors believed they were the sole reason the ship was able to sail; the ship was modest enough to appreciate all the elements that contributed to her creation.
- B** The sailors were consumed with their loneliness; the ship was excited to have the opportunity to bring people together.
- C** The sailors were grateful for the guidance they received from nature; the ship considers herself as a powerful force that can disrupt anything in her path.
- D** The sailors recognized the dangers of a life at sea; the ship saw the sea as a welcomed pathway to other places.

22. How does the figurative language in lines 39-40 impact the poem?

- A** The alliteration conveys a lighthearted tone as it mimics the buoyancy of the waves.
- B** The hyperbole conveys the ship's excitement at being able to travel anywhere in the world.
- C** The imagery provides a vivid picture of the white foam on the green water behind the ship.
- D** The metaphor compares the ship's life on the sea to the humans' lives on land.

Part A**23. What is the meaning of the word *staunch* as it is used in line 11?**

- A** calm; motionless
- B** energetic; upbeat
- C** hopeful; positive
- D** strong; reliable

Part B**24. Which word from stanza 2 helps the reader understand the meaning of the word *staunch*?**

- A** "cry" (line 7)
- B** "armies" (line 8)
- C** "defy" (line 9)
- D** "singing" (line 12)

25. How does the personification of the ore, the trees, the hemp and flax, and the ship affect the poem?

- A** It clarifies the unique qualities the natural elements have that help enhance the workers' talents.
- B** It demonstrates the pride the natural elements feel in being essential to the ship-building process.
- C** It highlights the natural elements' reluctance as they leave the comfort of their original environments.
- D** It magnifies the natural elements' contributions to the ship-building process.

26. Based on lines 37-38, how is the ship shaped by the influence of her makers?

- A** She feels superior to the workers, sailors, and natural elements that created her.
- B** She knows her strength comes from the knowledge and contributions of many.
- C** She is grateful for the opportunity to explore the world.
- D** She feels burdened by the responsibility of fulfilling the workers' dreams.

from “The Redwood Trees”

National Park Service

- 1 Superlatives abound when a person tries to describe old-growth redwoods: immense, ancient, stately, mysterious, powerful. Yet the trees were not designed for easy assimilation¹ into language. Their existence speaks for themselves, not in words, but rather in a soft-toned voice of patience and endurance.
- 2 From a seed no bigger than one from a tomato, California’s coast redwood (*Sequoia sempervirens*) may grow to a height of 367 feet (112 m) and have a width of 22 feet (7 m) at its base. Imagine a 35-story skyscraper in your city and you have an inkling of the trees’ ability to arouse humility².
- 3 Some visitors envision dinosaurs rumbling through these forests in bygone eras. It turns out that this is a perfectly natural thought. Fossil records have shown that relatives of today’s coast redwoods thrived in the Jurassic Era 160 million years ago. And while the fantastic creatures of that age have long since disappeared, the redwoods continue to thrive, in the right environment.
- 4 California’s North Coast provides the only such environment in the world. A combination of longitude, climate, and elevation limits the redwoods’ range to a few hundred coastal miles. The cool, moist air created by the Pacific Ocean keeps the trees continually damp, even during summer droughts. These conditions have existed for some time, as the redwoods go back 20 million years in their present range.

Growth Factors

- 5 Exactly why the redwoods grow so tall is a mystery. Theories continue to develop, but proof remains elusive. The trees can reach ages of 2,000 years and regularly reach 600 years.
- 6 Resistance to natural enemies such as insects and fire are built-in features of a coast redwood. Diseases are virtually unknown and insect damage insignificant thanks to the high tannin content of the wood. Thick bark and foliage that rests high above the ground provides protection from all but the hottest fires.
- 7 The redwoods’ unusual ability to regenerate also aids in their survival as a species.... New sprouts may come directly from a stump or downed tree’s root system as a clone. Basal burls—hard, knotty growths that form from dormant seedlings on a living tree—can sprout a new tree when the main trunk is damaged by fire, cutting, or toppling.
- 8 Undoubtedly the most important environmental influence upon the coast redwood is its own biotic community. The complex soils on the forest floor contribute not only to the redwoods’ growth, but also to a verdant array of greenery, fungi, and other trees. A healthy redwood forest usually includes massive Douglas-firs, western hemlocks, tanoaks, madrones, and other trees. Among the ferns and leafy redwood sorrels, mosses and mushrooms help to regenerate the soils. And of course, the redwoods themselves eventually fall to the floor where they can be returned to the soil.
- 9 The coast redwood environment recycles naturally; because the 100-plus inches of annual rainfall leaves the soil with few nutrients, the trees rely on each other, living and dead for their vital nutrients. The trees need to decay naturally to fully participate in this cycle, so when logging occurs, the natural recycling is interrupted.

¹assimilation—integration

²humility—the quality or condition of being humble or unassuming

Understory

- 10 Many different shrubs populate the understory of old-growth redwood forests. Among them are berry bushes such as red and evergreen huckleberry, blackberry, salmonberry, and thimbleberry. Black bears and other inhabitants of the forest make use of these seasonal food sources.
- 11 Perhaps the most famous and spectacular member of the redwood understory is the brilliantly colored California rhododendron. In springtime, the rhododendrons transform the redwood forests into a dazzling display of purple and pink colors.

Role of Fog

- 12 Especially during summer, the North Coast is often gray with a thick layer of fog. When inland temperatures are high, the fog is drawn in from over the ocean. This natural cooling and moistening system is beneficial to the redwoods near the coast.
- 13 Fog precipitates onto the forest greenery and then drips to the forest floor, providing a small bit of moisture during summer dry periods. Fog accounts for about 40 percent of the redwoods' moisture intake.

Root System

- 14 Aside from logging, the most frequent cause of death for mature redwoods is windthrow. The reason for this is that redwoods have no taproot. The roots only go down 10 to 13 feet (3-4 m) deep before spreading outward 60 to 80 feet (20-27 m).
- 15 Large redwoods move hundreds of gallons of water daily along their trunks from roots to crown. This water transpires into the atmosphere through the trees' foliage. Powered by the leaves' diffusion of water, water-to-water molecular bonds in the trees' sapwood drag the moisture upwards.
- 16 During the summer, this transpiration causes redwood stems to shrink and swell with the cycles of day and night.

Excerpt from "The Redwood Trees" from the National Park Service. <https://www.nps.gov/redw/learn/nature/about-the-trees.htm> (5/30/19). Public domain.

27. Which quotation develops a central idea of the passage?

- A** "And while the fantastic creatures of that age have long since disappeared, the redwoods continue to thrive, in the right environment." (paragraph 3)
- B** "Among the ferns and leafy redwood sorrels, mosses and mushrooms help to regenerate the soils." (paragraph 8)
- C** "Black bears and other inhabitants of the forest make use of these seasonal food sources." (paragraph 10)
- D** "Powered by the leaves' diffusion of water, water-to-water molecular bonds in the trees' sapwood drag the moisture upwards." (paragraph 15)

28. Read the sentence from paragraph 1.

Their existence speaks for themselves, not in words, but rather in a soft-toned voice of patience and endurance.

How does the author's use of figurative language in this sentence affect the meaning of the passage?

- A** It emphasizes the average life span of redwood trees.
- B** It emphasizes the respect generated by the majesty of redwood trees.
- C** It emphasizes the quiet surroundings experienced in a forest of redwood trees.
- D** It emphasizes the imposing yet welcoming appearance of redwood trees.

29. How does the author's word choice in paragraph 5 affect the meaning of the passage?

- A** The word choice describes the need for continued study of redwood trees.
- B** The word choice highlights the qualities that make the redwood trees intriguing.
- C** The word choice provides statistics that verify the life span and size of redwood trees.
- D** The word choice explains why the redwood trees are so interesting.

30. How does paragraph 6 contribute to the development of the passage?

- A** It clarifies how the thick bark and foliage of redwood trees help them grow to immense heights.
- B** It details the chemical makeup of redwood trees that provides them with ample protection from natural enemies.
- C** It describes wildfires as the one threat to which redwood trees are not naturally resistant.
- D** It explains the natural protections redwood trees have in place that help contribute to their long life spans and impressive growth.

Part A

31. Which describes the author's perspective toward redwood trees?

- A** amazement and admiration
- B** respect for their presence throughout history
- C** intrigued by their unusual qualities
- D** acceptance and praise

Part B

32. Which quotation from the passage provides support for the answer to Part A?

- A** "Imagine a 35-story skyscraper in your city and you have an inkling of the trees' ability to arouse humility." (paragraph 2)
- B** "These conditions have existed for some time, as the redwoods go back 20 million years in their present range." (paragraph 4)
- C** "The redwoods' unusual ability to regenerate also aids in their survival as a species." (paragraph 7)
- D** "This natural cooling and moistening system is beneficial to the redwoods near the coast." (paragraph 12)

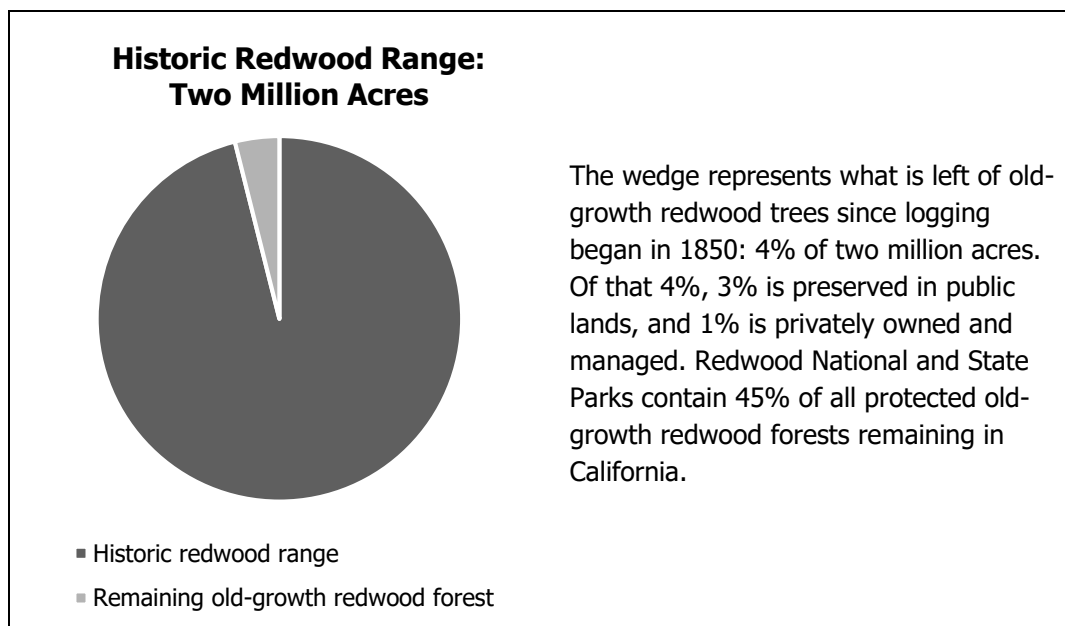
33. How does summer fog impact the redwood trees?

- A** It absorbs into the redwood trees closest to the coast, which hinders the growth of redwood trees further inland.
- B** It aids in the redwood trees' growth as it lowers the overall temperatures of the redwood forests.
- C** It provides necessary moisture for the redwood trees during drier months.
- D** It increases protection for the redwood trees from the sun's harsh rays during hot months.

34. What is the meaning of the word *vital* as it is used in paragraph 9?

- A** essential
- B** influential
- C** missing
- D** renewable

35. Look at the graphic.



How would the addition of this graphic affect the passage?

- A** by providing contrasts between the small amounts of publicly owned redwood forests and privately owned redwood forests
- B** by providing information that expands upon the mention of logging as a threat to redwood trees
- C** by providing an explanation of the sources that fund research and protection of redwood trees
- D** by providing statistics to persuade readers to take conservative action to protect redwood trees

Conventions

There are five underlined parts in the passage. They may contain errors to be corrected, or they may need to be changed for better wording. If a change is needed, select the correct replacement. If no change is needed, select "No change."

Thrill seekers might be interested in learning about the greatest roller coaster in the world. However, finding the greatest roller coaster in the world is challenging. This is because the term "greatest" can be unclear in the world of roller coasters. Researchers examining roller coasters classify it as the fastest, tallest, or the most fun. Therefore, identifying the greatest roller coaster depends on the riders preferences and opinions.

According to a recent article by Arthur Levine on tripsavvy.com, the fastest roller coaster reaches an amazing top speed of 149.1 miles per hour (mph). Even though the coaster was manufactured in Switzerland, Experiencing its thrill means taking a trip to Ferrari World in the United Arab Emirates. The ride, which travels as fast as a Formula One Ferrari car, is called Formula Rossa. It reaches a speed of 62 mph in 2 seconds. The riders are required to wear goggles to keep the sand from the desert out of their eyes. Individuals interested in fast cars and racing might consider the Formula Rossa to be the greatest roller coaster.

Levine, in a separate article on tripsavvy.com, identifies the tallest roller coaster in the world as Kingda Ka at Six Flags in Jackson, New Jersey. The roller coaster's main feature is an upward climb on a 460-foot tower at a 90-degree angle before it plunges downward at the same 90-degree slope. The coaster reaches a maximum speed of 128 mph, and the entire ride lasts less than a minute. Kingda Ka might be the greatest coaster for those who enjoy daring adventures such as skydiving and hang gliding.

Folks who are looking for more than the thrill of speed and height may want to consider Takabisha, a steel structure, located at Fuji-Q Highland Theme Park in Yamanashi, Japan. The coaster's sudden increase in speed, number of twists and turns, 121-degree drop, sharp rise in altitude, and hang time in the air create a nice experience. Park attendees wait in long lines to ride in the 8-person, single car to experience a fun and delightful roller coaster experience.

36. Which change, if any, is needed to the underlined text?

it

- A them
- B they
- C those
- D No change

37. Which change, if any, is needed to the underlined text?

riders

- A** rider's
- B** riders'
- C** riders's
- D** No change

38. Which change, if any, is needed to the underlined text?

Switzerland. Experiencing

- A** Switzerland: experiencing
- B** Switzerland, so experiencing
- C** Switzerland, experiencing
- D** No change

39. Which change, if any, is needed to the underlined text?

air create

- A** air created
- B** air creates
- C** air creating
- D** No change

40. Which change, if any, is needed to the underlined text?

a nice experience

- A** an exhilarating experience
- B** a relaxing experience
- C** a dangerous experience
- D** No change

This is the end of the Language Arts Benchmark.

DIRECTIONS:

- 1. Look back over your answers for the test questions.**
- 2. Put all of your papers inside your test book, and close your test book.**
- 3. Stay quietly in your seat until your teacher tells you that testing is finished.**



END OF LANGUAGE ARTS BENCHMARK

