

## Practice Test – Grade 7 Reading Answer Key

Item Number	Item Type	TEKS	Maximum Number of Points	Correct Answer(s)
1	Text Entry	2.B	1	assigned <b>or</b> expected
2	Multiple Choice	8.A	1	D
3	Multiple Choice	7.C	1	C
4	Multiple Choice	9.E	1	A
5	Multiple Choice	5.G	1	B
6	Short Constructed Response	7.D	2	See Appendix 1.1
7	Multiple Choice	5.F	1	D
8	Multiple Choice	9.F	1	D
9	Multiple Choice	7.B	1	A
10	Multiple Choice	9.A	1	B
11	Multiple Choice	8.Diii	1	D
12	Multiple Choice	8.Di	1	B
13	Multiple Choice	9.B	1	B
14	Multiple Choice	8.B	1	C
15	Multiple Choice	9.C	1	A
16	Multiple Choice	9.D	1	D
17	Multiple Choice	5.E	1	A
18	Multiple Choice	5.E	1	D
19	Multiple Choice	5.E	1	D
20	Multiple Choice	2.A	1	A
21	Multiple Choice	9.D	1	C
22	Multipart	2.C	2	D, A
23	Multiple Choice	6.C	1	C
24	Multiple Choice	9.B	1	D
25	Multiple Choice	6.D	1	C
26	Multiple Choice	8.Di	1	B
27	Multiple Choice	5.H	1	A
28	Extended Constructed Response	11.C	10	See Appendix 1.2
29	Short Constructed Response	10.C	1	See Appendix 1.3
30	Multiple Choice	10.Bii	1	D
31	Multiple Choice	10.C	1	C
32	Multiple Choice	10.Bi	1	A
33	Multiple Choice	10.Bi	1	B
34	Multiple Choice	10.Bi	1	C
35	Multiple Choice	10.C	1	D

36	Multiple Choice	10.Bii	1	B
37	Multiple Choice	10.Bi	1	C
38	Inline Choice	10.Dvii	1	C
39	Multiple Choice	10.Dviii	1	B
40	Multiple Choice	10.Dii	1	B
41	Multiple Choice	10.D	1	D
42	Multiple Choice	10.Dviii	1	C
43	Multiple Choice	10.Dix	1	A
44	Multiple Choice	10.Di	1	D
45	Multiple Choice	10.Div	1	B

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### Appendix

#### 1.1

Read the question carefully. Then enter your answer in the space provided.

Why is it important to the conflict that this excerpt takes place in the distant past? Support your answer with evidence from the excerpt.

Description

- A complete response will provide an explanation about the importance of the excerpt's conflict taking place in the past:
  - Methods of communication were limited.
  - Messages and items travelled across large distances using runners.
- A complete response will include at least one piece of supporting evidence from the text.
- A complete response may include, but is not limited to, the following evidence cited or paraphrased from the text:
  - “Chasquis were stationed in small, one-room huts about every two miles along the rock-paved Inca road system.” (paragraph 2)
  - Each boy carried a message or parcel as fast as he could to the next hut and passed it on to a waiting runner.” (paragraph 3)
  - “If even one runner failed to make his delivery, the entire chain would be broken, and the message would never reach its destination.” (paragraph 3)
- Evidence is accurately used to support the response.
- The response and the evidence to support it is based on the text.

## 1.2

Read the article "Camels Join the Army!" Based on the information in the article, write a response to the following:

Based on information in the article, write an essay in which you argue that the U.S. Army should or should not have attempted to rebuild the Camel Corps following the Civil War.

Write a well-organized argumentative essay that uses specific evidence from the article to support your position.

Remember to —

- clearly state your controlling idea
- organize your writing
- develop your ideas in detail
- use evidence from the article in your response
- use correct spelling, capitalization, punctuation, and grammar

Manage your time carefully so that you can —

- review the article
- plan your response
- write your response
- revise and edit your response

Write your response in the box provided.

**Rationale:** This prompt will allow students to demonstrate their ability to weigh information in an article on the topic of the historic United States Camel Corps and argue whether the corps had chance to succeed or was destined to fail based on details in the article. Students may argue that the Camel Corps could have succeeded if the Civil War had not interrupted the progress the unit had made over the past five years. The student could include information about how soldiers who worked with them learned to overcome the challenges of working with camels (kicking, spitting, biting and smelling) and learned that they could pack water and heavy burdens for days under the hot sun without needing to drink or eat themselves. In another paragraph, the student could explain how even after the Civil War began, camels proved useful by carrying the mail and packing luggage. The student could also introduce a counterclaim that the commander of the corps was trying to "rid his command of the camels," which suggests he felt the unit was not useful or was somehow beneath him. However, students could argue that even after this the camels were used by some, but not by the Confederate soldiers who did not put the time or energy into working effectively with them. If they had, students might argue, they might have realized the camels' potential and put them to use.

Other students could argue that the Camel Corps was never going to succeed. The student could point to evidence that the soldiers took a long time getting used to the challenging beasts and that they never really liked working with them at all, as evidenced by General Twiggs' efforts to rid himself of the camels in his unit. The student could show that the Confederate soldiers did not feel the camels were worth their time to train and work with, despite the progress that had been made before they took command. The student could provide the

counterargument that the camels could carry food and water in the heat without needing much for themselves, but the student could address this by arguing that the negatives of working with camels outweighed the positives, which is why even after the Civil War, the U.S. Army never tried to re-create the unit.

In conclusion, students could argue that the Camel Corps could have succeeded or that it was always destined to fail. The student will support their argument with details from the article.

Before the Civil War:

- Soldiers had struggled to learn how to work with camels.
- The Corps with many problems.
- The Corps did not know how to pack around the hump.
- Camels became angry and spit and bit them.
- Camels smelled terrible and scared horses.
- Soldiers learned they could be very valuable.
- Soldiers learned that they carried water and food without needing to eat or drink for long periods of time.
- The Camel Corp was in service for five years before the Civil War.

As war came to Texas:

- Politicians argued about joining the Confederate States.
- The General urged the US government to disband the camel corps.
- Camp Verde surrendered to the Confederacy and 80 camels became Rebels.

Changes from the war:

- Camels were used by confederates to carry baggage, haul cotton, and even deliver mail.
- Some camels were neglected and wandered away.
- Once the war ended, the U.S. government owned them again and auctioned them off.
- Some camels ended up on a ranch, and others were set loose.
- After the war, nobody seemed to be willing to try to use the camels anymore.

## 1.3

Sentence 9 repeats an idea. In the space provided, rewrite sentence 9 in a clear and effective way.

The response is a complete sentence that expresses the ideas in a clear and effective way.