

## 7<sup>th</sup> Grade ELA Final Exam Review

### Match Each Power word to its definition.

- |                        |   |
|------------------------|---|
| 1. Explain             | a. all the ways they are alike/ all the ways they are different |
| 2. Construct           | b. give me the short version                                    |
| 3. Describe            | c. break apart  |
| 4. Analyze             | d. tell how   |
| 5. Summarize           | e. back up with details   |
| 6. Compare/Contrast    | f. tell all about using details                                 |
| 7. Justify/ Support    | g. come to an end   |
| 8. Inference           | h. to build something   |
| 9. Conclusion          | i. make a guess based on details or read between the lines      |
| 10. Develop/ Formulate | j. create or put together                                       |

### The following questions are to help review the standards seen this semester. These questions can also be applied to all three texts attached.

It's hard to imagine what things were like before there was money, but such a time did exist. During these times people exchanged goods using the barter system. The word *barter* means to trade. People using the barter system traded things instead of buying and selling them. So if you were a rice farmer, you would trade your rice with many people to get all the things that you wanted or needed. Unfortunately, the people from whom you needed things might not want your rice. Isn't it nice to just go to the store and buy candy instead of having to trade rice for it?

1. What is the definition of **central idea**? How do you find it?
2. What is the **central idea** of this paragraph?

As young Americans mature into adults, they are tempted by the allure of easy credit. Credit card companies attempt to ensnare young people by giving away "free" headphones or sports towels in return for completing credit applications. Many of these young people go on to accumulate debt through undisciplined spending. They pay much more than the original loan because they are charged a high rate of interest and it takes them years to repay their debts. It is best to avoid this debt prison altogether.

3. Know how to find evidence that contributes to the **central idea** of the text. What **evidence** can I use to support the central idea of the text above?
4. Know how to **infer** an idea from the text using valid evidence. What can the reader **infer** about Credit Card companies? Support your response with **evidence** from the text.

### Match these Elements of Literature:

1. Point of View
2. Characters
3. Conflict
4. Setting
5. Theme
6. Plot

- \_\_\_\_\_ The people appearing in a literary work.
- \_\_\_\_\_ The time, place, and period in which an action takes place.
- \_\_\_\_\_ A problem happening between two characters or with the character and himself.
- \_\_\_\_\_ The underlying message the author wants to convey about the subject.
- \_\_\_\_\_ A series of events and actions that take place in the story.
- \_\_\_\_\_ The perspective from which the story is told.

### 7. Here are the six text structures, clearly define each one and give an example.

- Compare/Contrast
- Problem/Solution
- Description
- Sequence
- Chronological Order
- Cause/Effect

### Read the following text:

Katie Clean invited Messy Missy to her house to work on their biology project, but Katie Clean had no idea what a visit from Messy Missy entailed. First of all, it was raining and Messy Missy neither bothered to take her boots off nor thoroughly wiped them on the doormat. Then Messy Missy ate a bag of hot chips on Katie Clean's white bedspread without asking, and Messy Missy is a sloppy eater, so hot chip powder got all over the bedspread. Katie Clean tried to be polite and ignore Messy Missy's sloppy behavior, but then Messy Missy threw her chip wrapper on the floor. Offended, Katie Clean pretended that she was sick and asked Messy Missy to leave. The next day Katie Clean asked the teacher if she could work by herself. After explaining her situation, the teacher allowed Katie to work alone. Messy Missy would have finished the assignment by herself, but she spilled grape soda all over her assignment.

1. Know how to **compare and contrast** within a text. What is the **difference** between Katie Clean and Messy Missy? What are **3 key details** to support your answer?
2. What is the **theme** of the text?
3. What evidence can you use to support Katie Clean's **point of view** in the text?
4. **Summarize** this text.
5. What **conclusions** can you draw about each characters' **point of view**?

**Annotate the following passages. While reading, think about all of the skills mentioned above. Also consider the structure/required elements of an argumentative essay. Ensure that you know how to accurately express a claim and support it with evidence.**

## Worms

“CALEB DANIEL THOMAS!” The words echoed throughout the quiet house, and Caleb huddled in his room. He knew he was in trouble. The fact that his mom had used his middle name confirmed that. Caleb had been doing another science experiment in the kitchen and had forgotten to clean up. With lead feet, Caleb walked back to the scene of his latest crime. His mother was standing near the counter, where a bucket was emitting some smelly fumes. The odor forced his mother to cover her nose with a towel, which muffled her voice, but Caleb had no difficulty hearing her scolding him. He knew from experience that silence was golden. When his mother ran out of breath, Caleb figured it was safe to offer his apology. “I’m sorry, Mom,” Caleb began. “I was just working on an experiment. I am trying to figure out what foods make worms grow the fastest. I’ve been feeding worms different foods and measuring them to see if they’ve grown.” “Worms? Please tell me there aren’t any worms in that bucket.” When Caleb nodded shyly, Mrs. Thomas sank into a chair and put her head in her hands. This was hardly the first time her son’s curiosity had caused chaos. When Caleb was seven, he wanted to go swimming in the middle of February. He had heard of indoor pools, so he ran a hose through the basement window. Caleb’s parents discovered his plan when they found their son, wearing only his swim trunks, sitting on the basement stairs as frigid water swirled around his feet. Over the years, Caleb had dismantled several small appliances, scorched the living room carpet, and caused enough plumbing problems to make Mrs. Thomas put the plumbing company’s phone number on speed dial. Once, Caleb had managed to turn his little sister’s hair bright pink using Easter egg dye. Three-year-old Julie was thrilled with the results, but she was not pleased about having to spend an afternoon in the bathroom trying to wash out the dye and return her hair to its natural color. The foul smell quickly reminded Mrs. Thomas of the present situation. She was just about to order her son to toss the entire pot into the trash when her husband and daughter arrived home. After a quick explanation of the day’s events, Mrs. Thomas was shocked and not at all pleased to hear her husband ask, “So what do the worms like to eat?” Over the next few days, the rest of the Thomas family tried feeding various ingredients to the worms that Caleb had collected. Julie suggested peanut butter, which the worms ate, but it did not cause them to grow in any noticeable way. The worms ignored the spinach and did not seem to enjoy graham crackers very much. Even Julie was having a fun time feeding and measuring the worms. Mrs. Thomas, though, wanted to see an end to the experiment. She was becoming increasingly disgusted by the sight of the wriggling creatures in the bucket of dirt on the back porch. Maybe if the kids actually succeeded in making the worms grow, she thought, they would forget about the experiment. The next day Mrs. Thomas ran a special errand to the fishing store and carefully hid her package until the kids were in bed. At 6 a.m. the next morning, an ecstatic Caleb bounded into his parents’ room. “Come see!” he screamed. “The worms are enormous!” The family raced downstairs and peered into the bucket. There, squirming in the dirt, were the fattest and longest worms you could imagine. Caleb was jumping up and down, Mr. Thomas was scratching his head, and Julie went to find a ruler. Mrs. Thomas smiled mysteriously as she hid a small plastic container labeled “Live Bait” under the porch. “Good job, son,” she said. “Now let’s get the worms out of the bucket on our porch and let them live in the garden where they belong.”

## Jane Goodall

For the better part of human history, we have viewed our species as extraordinary based on our ability to create tools and our aptitude for forming emotional relationships with one another. In 1960, a woman without a college degree changed that thinking. It was in that year that Jane Goodall entered an African forest, immersed herself with the chimpanzee population, and transformed scientific thought. Of course, Goodall did not begin her journey to Africa with those notions in mind. She was simply a girl who loved nature and wanted to experience as much as she could during her lifetime. She found a job as a secretary of a scientist in Kenya. The scientist soon had a different idea for Goodall's talents when he saw her conscientious work ethic. He asked her to study the chimpanzees in Tanzania. With no formal scientific education, Goodall used her own resourcefulness to develop a plan for study. She decided to make herself seen to the chimps every morning at the same place, about one hundred feet away from their feeding area. She continued this every day; eventually her patience and diligence paid off. Within the first year of Goodall's arrival in the forest, the chimps would let her come to only thirty feet away. After two years in the forest, the chimps showed no signs of alarm. They would even let her feed them bananas. Goodall had been accepted as a member of the chimps. Goodall capitalized on this chance and expanded further into the lives of the chimps. She took her banana feeding ritual to the next level by mimicking the behavior she observed. She ate with them and followed them to various parts of the forest, including up into the trees! Goodall was able to spend more and more time with the chimps. She soon discovered many behaviors that had never been seen before. For example, up until this point in time, scientists believed that humans were the only species capable of creating and using tools. Goodall proved this theory wrong when she observed the chimps using rocks as weapons. She also observed the chimps using twigs as a sort of fishing pole and spoon. They would dip twigs into termite mounds in order to collect and eat the termites more easily. Even more amazing, some chimps would break the twigs for the purpose of creating a more useful tool. Scientists were flabbergasted: only humans were supposed to have the intellect to be capable of tool-making, and they could not believe what Goodall had accomplished. Goodall's cutting-edge methods did attract critics, however. Her technique of naming, instead of numbering, the chimps had never been done before. Critics claimed that she would form biases and create unnecessary attachments to the chimps. This, they argued, would impede her scientific research. She could not make sound judgments if she was so connected to her subjects. Instead, it did the opposite. Goodall became so connected to the chimps that she was able to observe traits never seen before. She identified a simple language with around twenty different sounds that stood for basic words and actions. She also observed a highly organized social structure and was even allowed to become a member of it. To this day, Goodall is the only person ever to have been accepted into a chimpanzee community. After thirty years of living among the chimps, Goodall left the forest, but she did not leave the work she loved. Instead, she turned her attention to education in the hopes of saving the chimps' habitat. She works with countries in an attempt to convince them to view their unique animals as a positive source for tourism, instead of as a burden. She also lectures all over the world about the need to view and treat wildlife with respect. Jane Goodall is an example to us all about how an open mind and working hard can help us fulfill our dreams.

## **The Value of Work**

As a child, I did chores around the house. I swept before guests came over, washed dishes, took out the trash, you name it. On weekends, I helped my mom with her weekly house overhaul. All the laundry. All the floors. When I would whine and ask why I had to do this, my mother would fold her arms, smirk at me, and ask, “Why do you think people have children?” For a while, I assumed that I was not the only kid responsible for chores and basic house maintenance; I imagined that every other kid was as well. Too far into my years as a household laborer, I realized that my friends were indeed working as hard as I was around the house. But they were getting paid for it. Allowance is a common motivational tool that parents use to encourage their kids to do the work they themselves hate. Kids do chores like the ones listed above, and in return, they get paid, setting aside the money for activities, toys, or clothes. Incentive plans do not always rely on a cash exchange, though. Sometimes there are different kinds of incentives for household work. For example, children might do something like mow a neighbor’s lawn or sweep out a path during a snowstorm; they will receive, in return, a trip to the mall or a new video game. Those who endorse allowances and other incentives argue that this system teaches children about money management. It can provide them with the skills to negotiate and to get what they want later in life, in the “real” world. Unfortunately, though, children can easily become self-absorbed. Incentive plans may ultimately cause kids to misunderstand how business, personal, or casual relationships work. If the end goal of any good deed is always money or something they want to buy, children might choose to help out only when they have something to gain, i.e., for the wrong reasons. But kids are not necessarily the ones to blame. Moms, dads, and grandparents are guilty of encouraging kids to help out just when money is on the table. The long-term implications of this approach are scary: Will these children become young adults who worship money? They could fail to develop an appreciation for the greater rewards of human relationship and the mutual benefits of kindness, sympathy, and cooperation. This is not to say that parents should not give their children money for clothes, a school event, or a movie. However, parents do not need to link this cash flow to specific actions. Sure, kids need to have money to help them grasp the reality of personal finance. But they will have plenty of opportunities (especially as teenagers) to learn what it means to earn and save a penny, perhaps in a summer or after-school job. Teaching children how to manage a legitimate job and to balance that responsibility with their work at home will best prepare them for the real world. In the real world, after all, moms and dads bear many responsibilities—they work, they raise a family, and they contribute to their communities. They do not get paid to clean their houses. That’s why they have children.

## **One Multivitamin per Day Keeps the Doctor Away**

*The following text presents one point of view about the effectiveness of multivitamins.*

1. In a perfect world, everyone gets all of their vitamins through eating a healthy and balanced diet. The truth is, however, many people do not. The human body needs a certain amount of nutrients each day to function properly. Look at these types of vitamins and minerals and how they help the human body function.
2. Normally, these essential nutrients are in the foods that we eat (such as the foods listed above). However, some people find that they are lacking certain nutrients. In order to supplement their foods, many people take a daily multivitamin. A multivitamin is a combination of vitamins and minerals that the body needs in order to stay healthy. Depending on a person's age, gender, and family medical history, specific types of multivitamins may be necessary to balance out his or her diet.
3. According to the National Institutes of Health, more than one-third of Americans take multivitamins. Why are such a large number of people taking a daily multivitamin? It's simple. Research shows that consuming a daily multivitamin both promotes health and reduces the risk of certain diseases. Chances are, most people fail to get the daily recommended amount of key vitamins and minerals such as iron, vitamin A, zinc, and folic acid. Without these key nutrients, the body is more prone to illness and disease. For instance, one study showed that digestion of key vitamins and minerals actually slowed down vision loss. Multivitamins may lessen your trips to the doctor's office because research shows that those who take multivitamins have a decreased chance of getting other types of health problems such as heart disease and even common colds.
4. It is highly unlikely that taking a daily multivitamin presents any major health risks. In fact, lots of foods such as cereal and milk currently have vitamins and minerals added to them. Although it is recommended to consult a certified health professional before taking any kind of supplements, the writing on the wall is pretty clear. Want to have optimal health, but not eating enough nutrient-dense foods? It's simple. Just take a multivitamin.

## **Multivitamins: Healthy or Harmful?**

*The following text presents another point of view about the effectiveness of multivitamins.*

1. Taking a multivitamin may seem like a good way to get all of the nourishment you need to stay healthy. However, recent studies are beginning to show that taking a daily multivitamin may prove to do more harm than good.

### **Too Much of a "Good" Thing**

2. Lots of foods, such as juices and cereals, are now fortified with a variety of vitamins and minerals. According to *The Washington Post*, in 2005, most Americans were eating fortified foods. Thus, multivitamins may put individuals at risk for taking too many vitamins and minerals. This could have negative effects on one's health.

## **Vitamins Are No Substitute for Healthy Foods**

3. Many people think that if they simply take a multivitamin, they do not need to eat a healthy diet. According to a study in *Psychological Science*, people who take a multivitamin tend to make poor dietary choices. The study used two groups of volunteers. Both groups were given **placebos**, but one group was told that they were taking actual vitamins. The group that thought they were taking vitamins actually made fewer healthy choices. While a multivitamin may be helpful, it is not a substitute for healthy eating.

## **Impact on Exercise**

4. Reports conclude that taking daily doses of Vitamins C and E can defeat the purpose of exercising. Exercise can improve the body's ability to stop or slow down the development of **diabetes**. However, recent studies have shown that the benefits of exercise for diabetes were lost when people took Vitamins C and E pills.

## **Do Multivitamins and Other Medicines Mix?**

5. A panel of health experts recently met to discuss the pros and cons of multivitamins. They wanted to see if and how multivitamins reacted with other medications and they discovered that this interaction can be very harmful. The panel advised Congress to track the types of multivitamins that react badly to certain drugs.
6. These same experts said that very few vitamin pills can reduce the chances of becoming ill. However, some studies have shown that some vitamin pills, especially vitamin E and **selenium**, can increase the chance of getting certain diseases. A person should always talk to a doctor before taking multivitamins.

## **Quality over Quantity**

7. A label on a multivitamin bottle lists the amounts of ingredients the product contains. However, a study showed that 30% of these products do not accurately report the amounts. Also, the pill might not dissolve very well in the stomach, and all the ingredients might not be absorbed. If the product is old or exposed to light, it may be less effective. Finally, people may buy expensive multivitamins without realizing that they may have the same ingredients in them as cheaper versions.

## **What to Do?**

8. Recent studies have shown that multivitamins have no advantage in preventing illnesses such as heart disease, and the \$28 billion a year that is spent on vitamin supplements is wasteful. Professionals believe the *best* way for people to keep healthy is to exercise and to get their vitamins and minerals by eating healthy, whole foods like nutrient-rich fruits and vegetables. Although taking a multivitamin may seem easier, following this advice can make you a much healthier person!