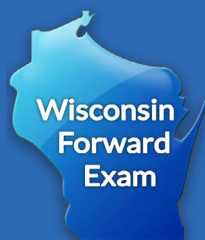



# English Language Arts

## Forward Exam Practice Test Grade 7



WISCONSIN DEPARTMENT OF  
**Public Instruction**



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## ENGLISH LANGUAGE ARTS ITEMS—SESSION 1

## A Vacation Unlike Any Other

Maya loved everything about summer. The sun on her face, the feeling of grass beneath her feet on a warm day, outdoor picnics, and homemade lemonade were just a few things that she looked forward to at the end of each school year. Although she often counted down the days until she could enjoy these moments, there was one thing that always topped her list of favorite summertime activities. Every July, she and her family would make the long drive to visit her aunt and uncle in a town many miles away. Although being stuck in a car with four other people may not sound appealing, she often enjoyed this time she was able to spend with her family, even though she rarely admitted it. She and her sisters would pile into the car with her parents as they all made their way to her aunt and uncle's home to spend a week there.

Maya was looking forward to another vacation, but there was something that did not seem quite right about the events leading up to this trip. Unlike previous years, her parents had not mentioned anything about going to visit her relatives, which was odd. By the first week in June, her parents usually had a plan in place. This year, though, the beginning of June had come and gone, and it was already the first week of July. Maya suspected that something was amiss.

After a conversation with her dad one Saturday morning, Maya had confirmed her theory. Her dad informed her that her mother would be teaching summer courses at the local community college, and her aunt and uncle would be going on a vacation of their own to visit another relative in Washington, D.C. The timing did not quite work out for a trip this year. Maya was dumbfounded.

Maya went to her room and sat on her bed, upset that the summer would slip by without an opportunity to go anywhere. She mindlessly began to flip through old school papers that were strewn across her bedroom floor. Suddenly, she came across an old project that unexpectedly sparked an idea.

"This is perfect!" Maya exclaimed to herself as she grabbed the old assignment and ran to find her sisters, Jada and Serena.

"Hey!" Maya said as she ran over to her sisters, who were enjoying the warm weather outside. "Dad just told me that we aren't going to visit Aunt Lucille and Uncle Carl this summer."

"Yeah, Dad just told us too," Jada mumbled.

- 8 "It's OK, though," Maya said, hoping that she could make the situation better. "I have something that may be just as fun. Look at this," she said as she showed her sisters the project she held in her hands. Jada and Serena furrowed their brows quizzically, causing Maya to elaborate. "Do you remember when I had to get brochures from museums, parks, and historical sites around the city?"

"I think so," Serena said reluctantly.

"Well, for one of my school assignments last year, I had to create a fictional advertisement for the city," Maya said. "I used ideas from the brochures and flyers to make a collage of different things to do here in our city."

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“I remember now,” Jada said, “but how is that going to help us with our summer vacation?”

Maya smiled. “What if we have a staycation instead of a vacation?” Maya looked at the confused expressions on her sisters’ faces. “Instead of going somewhere else, we can stay here and see our city through the eyes of a tourist,” Maya explained. “Every year, hundreds of people visit our city for their vacations. Why can’t we stay here for ours?”

Maya saw a flicker of interest in her sisters’ eyes. “This might be our only opportunity to go on a vacation this summer,” Maya stated. “Plus, there are so many things here in the city that we’ve never done.” Maya’s sisters looked at each other and nodded, seeming to surrender to Maya’s idea and beginning to find the merits of the proposition.

A few minutes later, the three sisters were presenting their ideas to their parents. Of course, Maya held up the fake advertisement for everyone to see, smiling at the fact that there wasn’t anything fake about it anymore. She was truly using this assignment to advertise the many attractions their city had to offer. Her parents nodded in agreement and were quickly able to identify a few days in late July that would work with everyone’s schedule. It was not going to be the summer that Maya had originally hoped for, but she was looking forward to seeing what this new twist on a summer vacation would bring.

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1. Which **two** sentences from the passage **best** support the idea that vacations are important to Maya?
  - A. Maya loved everything about summer.
  - B. Maya went to her room and sat on her bed, upset that the summer would slip by without an opportunity to go anywhere.
  - C. “Dad just told me that we aren’t going to visit Aunt Lucille and Uncle Carl this summer.”
  - D. “I remember now,” Jada said, “but how is that going to help us with our summer vacation?”
  - E. It was not going to be the summer that Maya had originally hoped for, but she was looking forward to seeing what this new twist on a summer vacation would bring.

2. Read the sentence from paragraph 8 of the passage.

Jada and Serena furrowed their brows quizzically, causing Maya to elaborate.

What does the phrase “furrowed their brows” suggest about Maya’s sisters?

- A. They feel puzzled.
- B. They feel amused.
- C. They feel surprised.
- D. They feel annoyed.

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3. This item has two parts. First, answer part A. Then, answer part B.

**Part A**

Which sentence **best** expresses the theme of the passage?

- A. People should always put work before play.
- B. The best thing about summer is doing nothing.
- C. Unexpected situations can lead to fresh opportunities.
- D. Doing things you have done before can still be fun.

**Part B**

Which sentence from the passage **best** supports the answer to part A?

- A. The sun on her face, the feeling of grass beneath her feet on a warm day, outdoor picnics, and homemade lemonade were just a few things that she looked forward to at the end of each school year.
  - B. This year, though, the beginning of June had come and gone, and it was already the first week of July.
  - C. Her dad informed her that her mother would be teaching summer courses at the local community college, and her aunt and uncle would be going on a vacation of their own to visit another relative in Washington, D.C.
  - D. It was not going to be the summer that Maya had originally hoped for, but she was looking forward to seeing what this new twist on a summer vacation would bring.
4. Read the paragraph from the passage. Then, underline the sentence that **best** shows that Jada and Serena are not as excited as Maya about her idea for a staycation.

Maya saw a flicker of interest in her sisters' eyes. "This might be our only opportunity to go on a vacation this summer," Maya stated. "Plus, there are so many things here in the city that we've never done." Maya's sisters looked at each other and nodded, seeming to surrender to Maya's idea and beginning to find the merits of the proposition.

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## Sailing Stones

Deep in Death Valley National Park in California and Nevada, stones appeared to sail across the desert on their own, leaving paths behind them in the sand. For many years, people tried to explain the mystery of the stones. Hypotheses about the stones' movement varied, but it was not until someone captured the stones on film that the real scientific explanation was discovered.

The first report of the sailing stones came in 1915. Joseph Crook, a prospector looking for gold, visited a place known as the Racetrack Playa lake bed in Death Valley. He saw that some stones had long trails of disturbed dirt behind them. The trails were about a half an inch deep and as long as 820 feet. They often made sharp turns after traveling in a straight line for some time.

The first explanation was that whirlwinds of sand had picked up the rocks and moved them. Others thought that algae had spread across the lake bed, making it slick enough for the stones to slide around. Another common belief was that magnetic fields of Earth had moved the stones across the land.

It wasn't until 1948 that the first scientific report about the stones was published. Geologists Jim McAllister and Allen Agnew theorized that high winds moved stones that were resting on wet, slick mud. Unfortunately, the scientists were never able to catch the stones in motion, so they could not prove their theory.

In 1955 George M. Stanley determined that the stones were far too heavy to be moved by wind. He suggested that low temperatures would cause water that flooded the lake bed to freeze. The rocks would then be trapped in a large sheet of ice and move with the ice as it began to melt.

Researchers Bob Sharp and Dwight Carey finally tested that theory in 1972. Over seven years, they observed the stones' movement. Twenty-eight of the thirty stones they had marked had moved. The smallest stone had moved the farthest; the heaviest stone (700 pounds) had not moved at all. (Shortly after the experiment ended, the large stone disappeared. Twenty years later it was found a half mile from its original spot.) Sharp and Carey concluded that the ice wasn't in full sheets as Stanley had suggested. They believed there were only small slabs of ice surrounding the stones. Therefore, something else had to be happening.

Professor John Reid found in 1955 that some of the stones were moving parallel to one another. He said that George Stanley was right and that these stones were, in fact, frozen into the same large sheet of ice. That did not explain the movement of all the stones, though, as some stones were clearly moving individually.

It was thought that Ralph Lorenz, a scientist with the National Aeronautics and Space Administration, had finally found the answer in 2006 when he did an experiment in a lab. He put a small rock in a plastic container and filled the container with just enough water that part of the stone was sticking out. He then placed the container in the freezer. Soon, he had a piece of ice with a rock embedded in it. He then filled a tray with sand and added just enough water to cover the sand. Finally, he placed the ice with the rock in it on the tray and blew air across it. The air sent the stone sailing across the tray. It left behind a trail in the sand. He concluded that the moving stones were frozen in a slab of ice that floated across the rain-soaked, windy desert.

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Lorenz’s theory was widely accepted, but some scientists were not convinced because no one had actually seen the rocks move. Enter a team from the University of California, San Diego, led by cousins Richard and Jim Norris. In December 2013, the team of scientists definitively solved the mystery of how the stones were moving. No one could doubt them because it all was captured on film.

Using cameras from a weather station and GPS tracking software, they discovered that the movement was not due to heavy winds or thick plots of ice. It wasn’t mud, algae, magnets, or whirlwinds of sand. The stones sailed across the desert due to a combination of events that must take place in a specific order.

- 11 The first thing that happens is that the lake bed fills with water just deep enough that ice can form on top of the water, leaving some liquid water below it. It can’t be too deep. When the temperature in the desert drops enough to form the sheet of ice, the rocks are trapped inside. Then, the next day, the sun warms the desert. The ice begins to melt and break into pieces. When a light wind hits, the stones slide—or sail—away, leaving their tracks in the wet dirt below. The film even showed how a change in direction of the wind created the sharp turns of the stones.

People love to try to solve a good mystery. Sometimes experiments are enough to solve the mysteries of our world, but nothing beats a good video camera to prove when theories about mysteries are correct. It seems that for every mystery that is solved, there are many others waiting for an answer.

5. Using information from the passage, write the steps into the chart in the correct order to explain how the stones actually move across the desert. One step already appears in the chart.

**How the Stones Move**

Step 1	
Step 2	
Step 3	The sun warms up the ice.
Step 4	
Step 5	

**The rocks begin to slide.**

**Rocks get trapped in a sheet of ice.**

**The wind blows.**

**Ice forms on top of the water.**

**Go on to the next page.**

6. How does paragraph 11 **most** contribute to the development of an idea in the passage?
- A. It describes the steps in the process of how the stones move.
  - B. It explains how scientists once viewed the reason for why the stones move.
  - C. It describes the features of the national park that contains the moving stones.
  - D. It explains how technology has been used to study the moving stones.
7. Which sentence from the passage **best** supports the inference that advanced technology helped scientists solve the mystery of the moving stones?
- A. Another common belief was that magnetic fields of Earth had moved the stones across the land.
  - B. Unfortunately, the scientists were never able to catch the stones in motion, so they could not prove their theory.
  - C. It was thought that Ralph Lorenz, a scientist with the National Aeronautics and Space Administration, had finally found the answer in 2006 when he did an experiment in a lab.
  - D. Using cameras from a weather station and GPS tracking software, they discovered that the movement was not due to heavy winds or thick plots of ice.
8. Read the sentences from the passage.

In December 2013, the team of scientists definitively solved the mystery of how the stones were moving. No one could doubt them because it all was captured on film.

What is the meaning of the word definitively as it is used in the sentences? Select **two** options.

- A. surprisingly
- B. absolutely
- C. conclusively
- D. quickly
- E. understandably

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## The Inner Workings of Virtual Reality

You are sitting in the cockpit of a sleek spaceship, hurtling through space, when suddenly you notice some movement to your right. An enormous asteroid field is heading straight toward you! Quickly, you pull the controls to the side. The ship veers to the left, but it's too late. You're already in the field, using all of your skills to avoid the asteroids. Suddenly, in the distance, you hear a voice calling, "Dinner's ready!" You sigh, remove your headset, and find yourself once again in your own living room. Movies and books let us imagine other worlds and adventures, but virtual reality, or VR, makes us feel like we are actually in other worlds, having real adventures. VR uses technology to trick the brain. How does it work?

When you watch television, you see the edges of the screen. But when you put on a VR headset, you see a 3D view all around you. Inside the headset, in front of your eyes, is a small high-resolution screen. Special lenses distort your view so it looks 3D. Wherever you look, the view adjusts so that you feel like you are in that imaginary place. The headset uses an infrared sensor to follow your eye movement and tracking technology to follow your head movements, so things look very realistic. Game designers make closer objects clearer and distant objects more blurry, just as they are in real life.

VR games also track your body movements using motion controllers that you hold in your hands. You can pick something up and throw it, run across the "ground," open a door, peer around a corner, or turn around and see the world behind you. If you hold out your hand, you will see a motion-tracked version of it in the virtual world, so it feels like you are actually there. Some VR headsets even track facial expressions.

In addition to having a high-resolution screen, VR headsets include headphones or speakers to help you hear things in your virtual world. Some professional VR products will even allow you to feel or smell something. However, most VR devices that people can buy use only the senses of vision, hearing, and touch. Still, using these three senses creates a very realistic experience.

VR is a fun, exciting way to choose adventures and feel like you are really experiencing them, all while never actually having to leave home. Game designers are constantly developing new ways to make VR games even more fun and realistic. When it comes to VR, the possibilities are wide open.

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## Virtual Reality in the Classroom

Imagine being able to take a field trip to a castle in France and still be back in time for the closing bell at school. Now, imagine traveling back in time several hundred years and walking past villagers cooking meals over smoky fires as knights clatter past on horseback. Students are beginning to have these kinds of experiences in their classrooms thanks to virtual reality (VR). In recent years, VR headsets and controllers have helped students step inside their learning, all while never leaving the classroom.

With VR, students can “become” a blood cell and travel through arteries in the body as they learn about the circulatory system. Or they might find themselves inside an enormous microscope, watching subatomic particles get smashed. Because VR is three-dimensional, it allows students to look all around them as they learn. And because it is interactive, students can move and change things.

There are several VR apps to help students learn, and more are being released all the time. For example, one app allows students to practice their physics knowledge by building chain reaction machines. Others let students visit different countries, such as Peru or China. Or they might travel across the icy land of Antarctica or the red sands of the planet Mars.

Experts have found that VR is very useful in the classroom. It provides an exciting and different way to solve problems and learn concepts. Through VR, a difficult idea can become a game or a video, making learning about the idea fun instead of frustrating.

Studies show that students score higher on tests when they use VR for subjects such as biology. According to research, VR also improves how well you remember concepts by almost 9%.

Associate school superintendent Nick Myers talks about how students at his schools enjoy learning with VR. “I don’t think I could give you another example where we’ve seen more enthusiasm and excitement on the part of students than with the lessons that have been developed and implemented this fall using virtual reality,” Myers says. While VR is still new for many schools, it’s spreading fast as an exciting and effective tool for learning.

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9. This question has two parts. First, answer part A. Then, answer part B.

**Part A**

According to “The Inner Workings of Virtual Reality,” why are motion controllers incorporated into VR games?

- A. Motion controllers allow users to feel and smell what is happening in a game.
- B. Motion controllers make it possible for users to interact with objects within a game.
- C. Motion controllers contribute to the overall educational aspects of a game.
- D. Motion controllers help make sounds within a game more convincing.

**Part B**

Which sentence from the passage **best** supports the answer in part A?

- A. Wherever you look, the view adjusts so that you feel like you are in that imaginary place.
  - B. The headset uses an infrared sensor to follow your eye movement and tracking technology to follow your head movements, so things look very realistic.
  - C. You can pick something up and throw it, run across the “ground,” open a door, peer around a corner, or turn around and see the world behind you.
  - D. In addition to having a high-resolution screen, VR headsets include headphones or speakers to help you hear things in your virtual world.
10. Which claim in “Virtual Reality in the Classroom” is supported with sufficient evidence?
- A. VR apps are being released often.
  - B. VR apps make it possible for students to earn high grades on tests.
  - C. VR gives users the opportunity to learn in an interactive manner.
  - D. VR helps users plan trips to different countries.

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11. Which **two** sentences describe central ideas that are developed in **both** passages? Select **two** options.

- A. VR allows people to learn new concepts.
- B. VR often creates fantasy worlds that allow people to choose their adventures.
- C. VR is a high-tech way to have unusual experiences.
- D. VR enhances overall learning and memory and improves test scores.
- E. VR helps users feel like they are experiencing something firsthand.

12. Identify how the authors of “The Inner Workings of Virtual Reality” and “Virtual Reality in the Classroom” develop central ideas in the passages by writing the letter next to each sentence in the correct place in the chart. Sentences may apply to **both** passages.

“The Inner Workings of Virtual Reality”	“Virtual Reality in the Classroom”	Both Passages

- A. The description of realistic graphics of VR give people the feeling of actually being somewhere else.
- B. The technical aspects of VR are explained to show the unique opportunities the technology presents.
- C. The way in which VR has a significant impact on the brain and the process of learning is documented.



**STOP.**





## ENGLISH LANGUAGE ARTS ITEMS—SESSION 2

### Talking in Code

In wartime, military leaders often need to send secret messages. They need to tell troops where to go, what to do, and where the enemy is located. To do that, they need a secret code, but secret codes can be easily broken.

During World War I (1914–1918), U.S. military leaders came up with a new idea. Why not use Native American languages to send secret messages? It was unlikely that German forces would know these languages, and it turned out they didn't. Teams of Native American men became code talkers. They came from different tribes, including the Choctaw, Ho-Chunk, Cherokee, Comanche, Cheyenne, Yankton Sioux, and Osage. Each team used its own language, and the teams' messages helped U.S. forces defeat the enemy.

Code talkers were also used in World War II (1939–1945). The most famous code talkers during World War II were men from the Navajo tribe. Philip Johnston, who was not Navajo but had lived among them and spoke their language, suggested the idea to the U.S. Navy. The Navajo language is very difficult. It is not a written language and does not have an alphabet or symbols. It is only spoken among Navajo people in the American Southwest. It seemed highly unlikely that Japanese forces in the Pacific area would understand a Navajo code.

Eventually, two hundred Navajo men became code talkers. They learned the code and then were sent to the Pacific to serve on navy ships. Some created coded messages and sent them, while others received the messages and decoded them so that navy leaders could understand them. The code talkers worked quickly, and during one battle, six code talkers sent and received over eight hundred messages without making a single mistake.

Code talkers helped the United States win victories in both World War I and World War II. Their code was never broken. They are true American heroes.

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2. A student is writing a research paper about the Panama Canal. Read the paragraph from the research paper and answer the question that follows.

The Panama Canal cuts through the country of Panama to connect the Atlantic and Pacific Oceans. Before the canal was built, ships going from one ocean to the other had to sail around the southernmost point of South America. This route added thousands of extra miles to the journey. The French began building the canal in the 1800s, and it was completed by the United States in 1914.

Which sentence would provide the **best** conclusion for the paragraph?

- A. Building the Panama Canal proved to be a very difficult project.
  - B. The southern tip of South America is known as Cape Horn.
  - C. The finished canal was hailed as an engineering marvel.
  - D. Ships that use the Panama Canal carry different types of cargo.
3. Read the sentence.

After we asked our teacher to repeat the directions again, my friends and I decided to cooperate together on the project.

Which **two** words should be removed from the sentence to eliminate redundancy? Select **two** options.

- A. asked
- B. directions
- C. again
- D. together
- E. project

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## 4. Read the sentence.

Two weeks after Kelsey applied for a summer job bagging groceries, she received a call at the supermarket from the store's hiring manager.

What is the **best** way to rewrite this sentence for clarity?

- A. Two weeks at the supermarket after Kelsey applied for a summer job bagging groceries, she received a call from the store's hiring manager.
  - B. Two weeks after Kelsey applied for a summer job bagging groceries, she received a call at the supermarket from the store's hiring manager at the supermarket.
  - C. Two weeks after Kelsey applied for a summer job bagging groceries at the supermarket, she received a call from the store's hiring manager.
  - D. Two weeks after Kelsey at the supermarket applied for a summer job bagging groceries, she received a call from the store's hiring manager.
5. Read the sentences. Then, circle the correct transition in each set of transitions.

Brandon feels confident ( during / while / before / after ) watching several cooking videos and is now determined to make dinner by himself. ( However / In fact / Meanwhile / Nevertheless ), he has ordered everyone out of the kitchen until dinner is ready.

## 6. Read the sentence.

As class president, I would like all the officers to help me put together rules for our general meetings.

Which word could replace "put together" to **best** describe the action in the sentence?

- A. assemble
- B. signal
- C. establish
- D. build



**STOP.**



### ENGLISH LANGUAGE ARTS ITEMS—SESSION 3

1. Some people believe that requiring physical education (gym class) in public schools is very beneficial to overall student health. Others believe that physical education should be an option for students but not a requirement.

Write a **one-paragraph** argument explaining why you believe physical education should or should not be required in public schools. Be sure to state your claim, use descriptive words and details to support your reasons, and include a concluding statement.

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2. Read the sentence.

I know you are intrigued, so I will share the details of the event with you later.

Which **two** words have a similar meaning to intrigued as it is used in the sentence?

- A. distracted
  - B. curious
  - C. indifferent
  - D. hopeful
  - E. interested
3. Which website would be most helpful to a student writing a report about plants that have adapted to thrive in a dry desert environment?

**Search:** Desert Plants

**Results:** 1–4 of 200

- A. **Desert Plant Varieties**  
Many people think of cacti when they hear the words “desert plants.” However, the desert is also home to beautiful flowers . . .
- B. **Desert Plant Watering**  
One of the best things about desert plants is that they do not need a lot of attention. Experts recommend . . .
- C. **Desert Plant Landscaping**  
Use desert plants to turn your yard into a one-of-a-kind showplace. Get the most popular ideas and designs for free . . .
- D. **Desert Plant Abilities**  
The desert is a harsh environment. Many desert plants have developed ways to cope with the lack of water . . .

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4. Read the paragraph. Then, underline the sentence that needs to be revised to correct a dangling modifier.

The woman in the blue jacket is our new principal. Anxiously sitting in our seats, she speaks very kindly as she introduces herself. All the students seem eager to meet her. This school year is going to be the best one yet.

5. Read the sentence.

My family's favorite dessert is my grandma's pie because it looks good and tastes great!

Which replacement for the underlined phrase is **most** precise?

- A. delicious homemade apple pie with crumbly topping
  - B. thinly sliced pie with fruit and nuts that is enjoyable
  - C. pie that makes us ask for seconds and thirds because it is so yummy
  - D. tasty pie with lots of ingredients such as sugar and spices
6. Read the sentence.

Alreen was greatful that Jayden allowed her to use his laptop charger when she mentioned that she had unintentionally left hers at home.

Which word in the sentence is spelled incorrectly?

- A. greatful
- B. allowed
- C. mentioned
- D. unintentionally



ENGLISH LANGUAGE ARTS—APPENDIX

SUMMARY DATA

Grade 7

Sample Number	Alignment	Key(s)	Depth of Knowledge	Annotations
<b>Session 1</b>				
1	ELA.R.7.1	B, E	2	Students need to provide evidence from the passage that supports the idea that vacations are important to Maya. Options B and E are the correct answers. The other options do not best support the idea that vacations are important to Maya.
2	ELA.R.7.4	A	2	Students need to determine how the phrase “furrowed their brows” is used in the passage and how it applies to Maya’s sisters. Option A is the correct answer. The other options do not correctly describe what is being suggested about Maya’s sisters’ feelings.
3	ELA.R.7.2	C / D	3	In part A, students need to determine the theme of the passage. Option C is the correct answer in part A. The other options in part A do not express the theme.  In part B, students need to provide the evidence to support the answer to part A. Option D is the correct answer. The other options do not support the correct answer to part A.
4	ELA.R.7.6	See annotations.	2	Students need to determine which sentence best shows why Jada and Serena are not as excited as Maya about Maya’s idea for a staycation. The sentence “Maya’s sisters looked at each other and nodded, seeming to surrender to Maya’s idea and beginning to find the merits of the proposition” is the correct answer. The other options do not show how Jada and Serena feel about the staycation.

Grade 7

Sample Number	Alignment	Key(s)	Depth of Knowledge	Annotations
5	ELA.R.7.1	See annotations.	1	<p>Students need to use information from the passage to move the steps into the chart in the correct order to explain how the stones actually move across the desert. The correct answers are the following:</p> <p>Step 1—Ice forms on top of the water.</p> <p>Step 2—Rocks get trapped in a sheet of ice.</p> <p>Step 4—The wind blows.</p> <p>Step 5—The rocks begin to slide.</p>
6	ELA.R.7.5	A	2	<p>Students need to analyze how paragraph 11 contributes to the development of an idea in the passage. Option A is the correct answer. The other options do not provide support for how paragraph 11 contributes to the ideas in the passage.</p>
7	ELA.R.7.1	D	2	<p>Students need to provide textual support for the inference that advanced technology helped scientists solve the mystery of the moving stones. Option D is the correct answer. The other options do not provide textual support for the inference.</p>
8	ELA.R.7.4	B, C	2	<p>Students need to determine words that have a similar meaning to the target word in the sentences based on context. Options B and C are the correct answers. The other options do not match the context of the sentences.</p>
9	ELA.R.7.3	B / C	3	<p>In part A, students need to determine why motion controllers are incorporated into VR games. Option B is the correct answer. The other options do not provide information about the purpose of motion controllers.</p> <p>In part B, students need to determine which evidence from the passage best supports the answer to part A. Option C is the correct answer. The other options do not support the correct answer to part A.</p>

Grade 7

Sample Number	Alignment	Key(s)	Depth of Knowledge	Annotations
10	ELA.R.7.8	C	2	Students need to determine a claim that is supported with evidence from the passage. Option C is the correct answer. The other options state a claim that is either not sufficiently supported by evidence in the passage or not made in the passage.
11	ELA.R.7.2	C, E	2	Students need to identify two central ideas that are developed in both passages. Options C and E are the correct answers. The other options identify either a central idea developed in only one passage or an idea that is not developed in either passage.
12	ELA.R.7.9	See annotations.	2	<p>Students need to determine how the author of each passage develops a central idea. They also need to determine a strategy both authors use to develop a central idea. The correct answers are the following:</p> <p>“The Inner Workings of Virtual Reality”—The technical aspects of VR are explained to show the unique opportunities the technology presents.</p> <p>“Virtual Reality in the Classroom”—The way in which VR has a significant impact on the brain and the process of learning is documented.</p> <p>Both Passages—The description of realistic graphics of VR give people the feeling of actually being somewhere else.</p>

Grade 7

Sample Number	Alignment	Key(s)	Depth of Knowledge	Annotations
<b>Session 2</b>				
1	ELA.W.7.2.b	n/a	3	Students need to write a one-paragraph expository text explaining why it was a smart idea to use Native American languages to send messages, using details from the passage as guidance. Writing will be scored using a Grade 7 Expository Rubric.
2	ELA.W.7.3.a	C	2	Students need to provide a concluding statement that follows from the information in the paragraph. Option C is the correct answer. The other options are not good concluding statements.
3	ELA.L.7.1.d	C, D	2	Students need to identify two words that should be removed to eliminate redundancy in the sentence. Options C and D are the correct answers. The other options do not create redundancy in the sentence.
4	ELA.L.7.5.c	C	2	Students need to correct the misplaced modifier. Option C is the correct answer. The other options do not correct the misplaced modifier.
5	ELA.W.7.3.b	See annotations.	2	Students need to select the correct transitions in the sentences. The correct answers are “after” and “in fact.” The other options do not link the ideas in the sentences correctly.
6	ELA.W.7.3.c	C	2	Students need to determine the meaning of a phrase in the sentence provided. Option C is the correct answer. The other options do not provide the meaning of the phrase.

Grade 7

Sample Number	Alignment	Key(s)	Depth of Knowledge	Annotations
<b>Session 3</b>				
1	ELA.W.7.2.a	n/a	3	Students need to write a one-paragraph argumentative text explaining why they believe physical education should or should not be required in public schools. Writing will be scored using a Grade 7 Argumentative Rubric.
2	ELA.L.7.3.a	B, E	2	Students need to determine which words have a similar meaning to the target word in the sentence, based on context. Options B and E are the correct answers. The other options do not match the context of the sentence.
3	ELA.W.7.8	D	2	Students need to choose the best source from which to gather relevant information on plants that have adapted to thrive in a dry desert environment. Option D is the correct answer. The other options would not provide the best information for the report.
4	ELA.L.7.5.c	See annotations.	2	Students need to determine the sentence that contains a dangling modifier. The sentence “Anxiously sitting in our seats, she speaks very kindly as she introduces herself” is the correct answer. The other sentences do not have dangling modifiers.
5	ELA.W.7.3.c	A	2	Students need to determine the most precise language to use when revising a sentence. Option A is the correct answer. The other options either add additional information that reduces clarity in the sentence or do not clarify the idea in the target phrase.
6	ELA.L.7.6.b	A	1	Students need to correctly identify a misspelled word. Option A is the correct answer. The other options do not include misspellings.





# English Language Arts Practice Test Grade 7

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