

**GRADE 7**  
**Writing**

**Administered March 2015**

**RELEASED**



# WRITING (DAY 1)



# WRITTEN COMPOSITION



## WRITTEN COMPOSITION #1: Expository

**READ** the following quotation.

A friend is a gift you give yourself.  
—Robert Louis Stevenson

**THINK** carefully about the benefits of friendship.

**WRITE** an essay explaining the importance of having a good friend.

Be sure to —

- clearly state your controlling idea
- organize and develop your explanation effectively
- choose your words carefully
- use correct spelling, capitalization, punctuation, grammar, and sentences

USE THIS PREWRITING PAGE TO  
PLAN YOUR COMPOSITION.

MAKE SURE THAT YOU WRITE YOUR COMPOSITION ON  
THE LINED PAGE LABELED "COMPOSITION #1"  
IN THE ANSWER DOCUMENT.

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REVISING  
AND  
EDITING

**Read the selection and choose the best answer to each question. Then fill in the answer on your answer document.**

*Sierra wrote this fictional story about a horse named Dudley. Read Sierra’s story and think about any revisions she needs to make. Then answer the questions that follow.*

## Dudley

(1) He was the son of Zeus, a black stallion that served on the Jackson City Mounted Police Patrol. (2) His mother was Diamond, a white mare. (3) The colt had been bred for glory, and everyone expected him to become the finest horse the police force had ever seen.

(4) The birth had been eagerly anticipated for months, but observers in the barn that day were in for a big surprise. (5) The undersized colt that wobbled to his feet was nothing special to look at. (6) Everyone in attendance sighed. (7) The highly anticipated colt, dusty brown with an off-center white diamond on his forehead, was obviously a dud. (8) That’s how he got the name Dudley. (9) Since the patrol trained only the most promising horses, Dudley was sold to rancher Paul McGee.

(10) Life on the ranch was good, and Dudley turned out to be a sweet-natured and loyal horse. (11) He learned quickly and was great with kids. (12) Everyone loved him, but unfortunately, the good times didn’t last. (13) When the McGee family suffered financial losses, the ranch horses suffered, too. (14) Dudley got fat and lazy, but he never lost his lovable personality.

(15) Around this time the Jackson City Mounted Police Patrol announced its need for a new horse. (16) The patrol’s head trainer, Kate, began looking for candidates. (17) Searching the Internet, Dudley was found listed for sale. (18) In his photograph he appeared plain and overweight, but after reading about his fine breeding, Kate put him on the list for consideration.

(19) The next week Kate visited the McGee ranch. (20) Like everyone who met Dudley, she fell in love. (21) Although he was out of shape and had some bad habits, she brought him to Jackson City for the tryouts. (22) Dudley stood out among the candidates—and not in a good way. (23) He was the flabbiest horse

there, and his mane was shaggy and coarse. (24) Yet visitors to the horse barn were drawn to him, and he loved the attention. (25) With regular exercise and the diet was strict, Dudley grew trim and sleek, and he was able to make the first cut.

(26) As the days passed, Dudley's performance improved, too. (27) The biggest challenge for patrol horses is staying sane when faced with distractions and disturbances. (28) The horses must follow orders regardless of the conditions around them. (29) Dudley did well and made it to the final test, where he would have to prove that he had the necessary concentration. (30) The McGee family came to watch the event. (31) First Dudley trotted through a screaming crowd. (32) Then he walked over crinkling plastic, swam in a pool filled with water bottles, and crossed a platform that tipped like a teeter-totter. (33) Dudley completed each obstacle in the course perfectly! (34) When he walked by Kate without turning his head to look at her, she knew that he had passed the test. (35) She started to cry with relief and joy. (36) The McGee family was crying, too. (37) It seemed that no horse had ever had so many fans!

(38) The next day, Kate led Dudley into a grooming stall. (39) A group had gathered for the special ceremony. (40) Every horse that joins the Jackson City Patrol has its mane clipped into a crisp, neat line. (41) Dudley seemed to understand. (42) He pawed one hoof, bobbed his head, and stood tall, fit, and proud.



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- 1 What is the most effective transition word or phrase to add to the beginning of sentence 8?
- A However
  - B Additionally
  - C After that
  - D In fact

- 
- 2 Sierra would like to add the following detail to the third paragraph (sentences 10–14).

*There were no funds for quality food and no trainers to exercise the animals.*

Where is the BEST place to insert this sentence?

- F After sentence 11
- G After sentence 12
- H After sentence 13
- J After sentence 14

- 3** What is the most effective revision to make in sentence 17?
- A** Searching the Internet, she found Dudley listed for sale.
  - B** She searched the Internet, she found Dudley listed for sale.
  - C** Searching the Internet was where she found Dudley listed for sale.
  - D** No revision is needed in sentence 17.

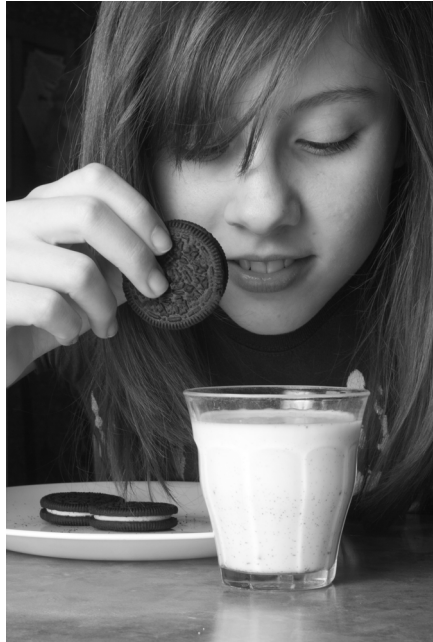
- 
- 4** What is the most effective way to revise sentence 25?
- F** The exercise was regular and the diet was strict, Dudley grew trim and sleek, and he was able to make the first cut.
  - G** With regular exercise and a strict diet, Dudley grew trim and sleek; he was able to make the first cut.
  - H** The regular exercise and strict diet that caused Dudley to grow trim and sleek was able to make the first cut.
  - J** With regular exercise the diet was strict, so Dudley grew trim and sleek; he was able to make the first cut.

- 5 In sentence 27, Sierra does not think that **sane** is the best word to use. Which of the following would be a more effective word to use in this sentence?
- A calm
  - B friendly
  - C reasonable
  - D open

- 
- 6 Sierra would like to add a sentence to bring her story to a more effective close. Which sentence could she add after sentence 42 to help achieve this goal?
- F As the son of Zeus and Diamond, Dudley was proud of his heritage.
  - G The plain little colt had finally become the horse he had been bred to be.
  - H He was ready to move back to the McGee ranch and be with his family again.
  - J Dudley would never be the horse that people had hoped for, but he was still special.

**Read the selection and choose the best answer to each question. Then fill in the answer on your answer document.**

*Kelsey wrote about an unusual study and the scientist behind it. Read Kelsey's paper and think about the corrections she needs to make. Then answer the questions that follow.*



## **The Science of Dunking**

(1) Whether or not you realize it, science affects many parts of your everyday life. (2) There's science behind the alarm clock that wakes you up, the weather report that influences what you wear, the toothpaste you use to brush your teeth, and even the clean water that comes from your faucet. (3) Clearly, the world you live in today wouldn't be the same without the contributions of many dedicated scientists and their work. (4) However, you may be surprised to learn about the work of one scientist. (5) He spent months researching the most effective way to dunk a cookie.

(6) Len Fisher is a scientist he has made a career out of researching ordinary things in life. (7) He uses his research to teach people about science.

(8) Describing his work, Fisher writes, "I am a scientist who aims to make science accessible by showing how scientists think about the problems of everyday life,

from the mundane to the very serious.” (9) He wants people to know that they, too, can learn to think like scientists.

(10) This goal led Fisher to work with researchers from two British universities to explore the science behind dunking a cookie in liquid. (11) The teams sought to answer a wide variety of questions. (12) For example, what are the best cookie-and-drink combinations? (13) How long should a dunk last? (14) What is the most effective technique for dunking a cookie? (15) The goal of the experiments was to figure out how to gain the most flavor with the least amount of cookie crumble. (16) After two different investigations and the testing of approximately 200 cookie-and-drink combinations Fisher announced the teams’ findings.

(17) The researchers found that fatty liquids are the best for dunking. (18) Chocolate milk, for example, caused a cookie to release as much as 11 times more flavor than other drinks. (19) Team members also determined that a cookie should be submerged for at least 3.5 seconds but no more than 5 seconds. (20) If the cookie was dunked too long, the liquid dissolved the sugar in the cookie and made them fall apart. (21) The research also showed that when only the bottom portion of the cookie was dunked, the cookie lasted four times longer. (22) The teams were most surprised to learn that hot liquids, such as tea and coffee, didn’t score good in their tests.

(23) Of course, there are people who argue. (24) That researching frivolous things like cookie dunking is a waste of time and money. (25) But Len Fisher disagrees. (26) “If I can open a door to the world of science by showing how scientists think about the little problems of life,” he notes, “then it’s a good thing.”



- 7 How should sentence 2 be changed?
- A Delete the comma after *up*
  - B Change *comes* to *come*
  - C Change *fawcet* to *faucet*
  - D Sentence 2 should not be changed.
- 

- 8 What change needs to be made in sentence 3?
- F Change *without the* to *without no*
  - G Change *contributions* to *contribution's*
  - H Insert a comma after *scientists*
  - J Change *there* to *their*
- 

- 9 What is the correct way to write sentence 6?
- A Len Fisher is a scientist who has made a career out of researching ordinary things in life.
  - B Len Fisher, a scientist making a career out of researching ordinary things in life.
  - C Len Fisher is a scientist. Who has made a career out of researching ordinary things in life.
  - D Sentence 6 is written correctly in the paper.

**10** What change needs to be made in sentence 16?

- F** Change *investigations* to *investagations*
  - G** Insert a comma after *combinations*
  - H** Change *teams'* to *teams*
  - J** No change needs to be made.
- 

**11** What change should be made in sentence 18?

- A** Delete the comma after *milk*
  - B** Change *caused* to *causing*
  - C** Change *then* to *than*
  - D** No change should be made.
- 

**12** How should sentence 20 be changed?

- F** Change *too long* to *to long*
- G** Change *and* to *this*
- H** Change *them* to *it*
- J** Sentence 20 should not be changed.

**13** What change, if any, should be made in sentence 22?

- A** Insert a comma after *surprised*
- B** Delete the comma after *coffee*
- C** Change *good* to *well*
- D** Make no change

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**14** What is the correct way to write sentences 23 and 24?

- F** Of course, there are people who argue that researching frivolous things like cookie dunking is a waste of time and money.
- G** Of course, there are people who argue that researching frivolous things like cookie dunking. It is a waste of time and money.
- H** Of course, there are people they argue that researching frivolous things like cookie dunking is a waste of time and money.
- J** The sentences are written correctly in the paper.

**Read the selection and choose the best answer to each question. Then fill in the answer on your answer document.**

*In the following paper, Ivy writes about an experience she and her sister shared. Read Ivy's paper and look for any corrections she needs to make. Then answer the questions that follow.*

## **The Replacement**

(1) "I tell you," Dad said to Mom, "it's hard to let a good employee go. (2) But I had to do it. (3) The new machine can do the same job in half the time."

(4) "No wonder unemployment is on the rise!" my mom said as she looked across the dinner table at my twin sister Lucy and me. (5) "Will there be enough work to go around when Lucy, Ivy, and Timmy start looking for jobs?" she asked.

(6) We had heard this conversation before. (7) Dad talked frequently about wanting to keep all his staff employed at Coe's dry cleaners. (8) Like most young people, however, Lucy and I appreciated the benefits of technology. (9) We couldn't identify with the heartache Dad felt when it came to substituting a device for a person. (10) It was just part of keeping up with the times.

(11) Dad's dilemma prompted more discussion in the days ahead. (12) In fact, my sister and I became so interested in the topic that we decide to base our joint science project on the concept of increasing efficiency by replacing a human worker with an automated one. (13) We just had to decide which employee to replace.

(14) The answer came to us one evening when Mom and Dad was out to dinner. (15) Lucy and I were in the den talking about our project, and our two-year-old brother Timmy was upstairs playing with his toy train. (16) Heather, his 17-year-old babysitter, sat in the living room doing her homework and eating an ice-cream bar.

(17) Lucy turned to me and said, "Heather isn't doing anything for Timmy. (18) A robotic camera could do her job!"



(19) With that, our project took shape. (20) An hour later we had designs and sketches for a robot, it could out-babysit any teenager! (21) We felt smug about our Electronic Child-Watcher. (22) There would be no more calling around to schedule a sitter, no more paying someone by the hour to do homework and eat snacks. (23) Now there would be an effective replacement that was always on call.

(24) Pleased with our work Lucy and I headed to the kitchen for a treat. (25) Heather, the human babysitter, was on the phone, and there was an urgency in her voice. (26) "Mrs. Coe," she was saying, "I apologize for interrupting your evening, but Timmy doesn't seem like he feels well. (27) He's listless, and he may have a fever. (28) It's probably nothing to worry about, but I would rather be safe than sorry."

(29) Heather noticed Lucy and me as she hung up. (30) I guess we looked scared. (31) "Don't worry, girls," she said, giving us each a hug. (32) "Your parents are on their way home. (33) My instincts just told me to give them a call."

(34) I looked at Lucy. (35) Lucy looked at me. (36) We went straight to our room. (37) Where we crumpled up our robot diagrams and tossed the paper wads into the trash. (38) I scrolled through our plans on the computer and then quickly deleted them. (39) Some things, we realized, just can't be replaced.

15 What change should be made in sentence 7?

- A Change ***talked*** to  **talking**
  - B Change ***frequently*** to  **frequently**
  - C Change ***dry cleaners*** to  **Dry Cleaners**
  - D No change should be made.
- 

16 What change needs to be made in sentence 12?

- F Change ***decide*** to  **decided**
  - G Change ***efficiency*** to  **efficiently**
  - H Change ***automated*** to  **automatted**
  - J No change needs to be made in this sentence.
- 

17 How should sentence 14 be changed?

- A Change ***came*** to  **coming**
- B Insert a comma after ***evening***
- C Change ***was*** to  **were**
- D Sentence 14 should not be changed.

**18** What change needs to be made in sentence 18?

- F** Insert quotation marks at the beginning of the sentence
- G** Change the exclamation point to a comma
- H** Insert quotation marks at the end of the sentence
- J** No change needs to be made.

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**19** What is the correct way to write sentence 20?

- A** An hour later we had designs and sketches for a robot. Which could out-babysit any teenager!
- B** An hour later we had designs and sketches, they were for a robot that could out-babysit any teenager!
- C** An hour later we had designs and sketches. For a robot that could out-babysit any teenager!
- D** An hour later we had designs and sketches for a robot that could out-babysit any teenager!

**20** What change should be made in sentence 24?

- F** Insert a comma after *work*
- G** Change *Lucy and I* to **me and Lucy**
- H** Change *headed* to **head**
- J** No change should be made in sentence 24.

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**21** What change should be made in sentence 26?

- A** Delete the comma after *saying*
- B** Change *interrupting* to **interrupting**
- C** Change *your* to **you're**
- D** Insert quotation marks at the end of the sentence



**22** What is the correct way to write sentences 36 and 37?

- F** We went straight to our room, we crumpled up our robot diagrams and tossed the paper wads into the trash.
- G** We went straight to our room, crumpled up our robot diagrams, and tossed the paper wads into the trash.
- H** We went straight to our room, and we crumpled up our robot diagrams we tossed the paper wads into the trash.
- J** The sentences are written correctly in the paper.

BE SURE YOU HAVE RECORDED ALL OF YOUR ANSWERS  
ON THE ANSWER DOCUMENT.





# WRITING (DAY 2)



# WRITTEN COMPOSITION



## WRITTEN COMPOSITION #2: Personal Narrative

Look at the picture below.



Sometimes our determination can be the difference between success and failure.

Write a personal narrative about a time when you were determined to do something. Be sure to write about your experience in detail and describe why it was important to you.

USE THIS PREWRITING PAGE TO  
PLAN YOUR COMPOSITION.

MAKE SURE THAT YOU WRITE YOUR COMPOSITION ON  
THE LINED PAGE LABELED "COMPOSITION #2"  
IN THE ANSWER DOCUMENT.

USE THIS PREWRITING PAGE TO  
PLAN YOUR COMPOSITION.

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THE LINED PAGE LABELED "COMPOSITION #2"  
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# REVISING AND EDITING

**Read the selection and choose the best answer to each question. Then fill in the answer on your answer document.**

*Nick plans to share this paper with his history class. Before he does, he would like you to read it and look for any revisions he should make. When you are finished, answer the questions that follow.*



## **Sergeant Stubby: War Hero**

(1) It's obvious how Stubby got his name. (2) His short legs were stubby. (3) His blunt muzzle was stubby. (4) His cropped tail was stubby. (5) More interesting, however, is how Stubby got popular.

(6) Stubby's story began in 1917 when the United States entered the conflict known as World War I. (7) For three years France, England, and Russia had been allies battling Germany and Austria-Hungary. (8) Finally U.S. President Woodrow Wilson declared that the United States must get involved and help make the world "safe for democracy."

(9) American troops began preparing for combat. (10) A man named J. Robert Conroy was one of those soldiers. (11) He was training on a Connecticut field. (12) There, Conroy found a stray dog that won his heart. (13) He adopted the pup and named him Stubby.

(14) It quickly became clear that Stubby was a natural soldier. (15) He drilled with the troops and learned to put his paw above his eye in a doggy salute. (16) He responded to orders and bugle calls. (17) In time, he became an unofficial member of Conroy's unit, the 102nd Infantry. (18) In October 1917 the 102nd shipped out for France. (19) There was no way Conroy was going to leave his pal behind. (20) So he smuggled Stubby aboard.

(21) That's how Stubby made his way to the battlefields of Europe, where he seemed to boost troop morale. (22) Gunfire and explosions didn't rattle the dog. (23) He could sniff out poisonous gas attacks and bark warnings to the troops. (24) He was able to track down wounded and lost soldiers on the battlefield. (25) It seemed that he could even recognize the German language, once identifying him by biting the seat of the man's pants. (26) One day Stubby was wounded in action. (27) During his stay in a Red Cross hospital, he made the rounds, cheering up other patients. (28) Eventually the dog was awarded the rank of sergeant.

(29) By then, the four-legged sergeant was a star. (30) He marched in parades and visited with U.S. presidents. (31) In 1921, General John Pershing, the commander of the U.S. forces in World War I, presented Sergeant Stubby with a gold medal. (32) The sturdy little soldier had become the nation's first official war dog hero!

(33) Sergeant Stubby and his master still had many good years ahead of them. (34) When Conroy enrolled at Georgetown University to study law, Sergeant Stubby went along.

(35) In 1926, Sergeant Stubby died in his master's arms. (36) The Smithsonian Institution featured the dog hero in an exhibit called *The Price of Freedom: Americans at War*. (37) Perhaps some museum visitors remembered Sergeant Stubby's story and honored him by raising a hand to their forehead in a special salute.

- 23** In sentence 5, Nick has not offered a strong controlling idea, or thesis statement. Which revision of sentence 5 creates the most effective thesis for this paper?
- A** More interesting, however, is why everything about the scraggly little dog was stubby.
  - B** More interesting, however, is that Stubby was both unusual and popular during World War I.
  - C** More interesting, however, is how this little dog earned the rank of U.S. Army sergeant and became a war hero.
  - D** More interesting, however, is how Stubby was able to keep the name for so very long.

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**24** What is the most effective way to combine sentences 11 and 12?

- F** While training on a Connecticut field, Conroy found a stray dog that won his heart.
- G** He was training on a Connecticut field because he found a stray dog that won his heart.
- H** Training on a Connecticut field, a stray dog that he found won Conroy's heart.
- J** He was training on a Connecticut field, there, Conroy found a stray dog that won his heart.

- 25** Sentence 25 lacks clarity. What is the most effective change to make to improve the clarity of this sentence?
- A** Change *recognize* to **know**
  - B** Change *the German language* to **it**
  - C** Change *him* to **a German spy**
  - D** Change *the man's* to **his**

- 
- 26** Nick would like to add a sentence to help with the transition between the fifth paragraph (sentences 21–28) and the sixth paragraph (sentences 29–32). Which sentence should Nick add to the beginning of the sixth paragraph, just before sentence 29?
- F** Although Stubby had been wounded, he was still a friendly, cheerful dog.
  - G** Fortunately, the dog had earned a high rank during the war.
  - H** It wasn't long before Stubby was on the battlefields of Europe.
  - J** After about 18 months, Sergeant Stubby and Conroy returned to the United States together.

**27** Which idea could BEST follow and support sentence 34?

- A** He was the first dog to ever earn a rank in any branch of the U.S. armed forces.
- B** He became the mascot for the university's football team, entertaining the crowd by pushing the ball around the field with his nose.
- C** During his war service, Stubby was reported to be sensitive to even a small trace of gas.
- D** Georgetown University, located in Washington, D.C., was founded in 1789 and is a private institution.

**Read the selection and choose the best answer to each question. Then fill in the answer on your answer document.**

*Henry hopes that this paper will persuade his school principal to add a new class period to the daily schedule. Read Henry's paper and look for any revisions he should make. Then answer the questions that follow.*

## **Flex Period: A Great Idea for Middle School**

(1) First period is English, second is science, third is math, and fourth is Spanish. (2) Phew, it's finally lunchtime. (3) I can catch my breath before I have to dive back into my hectic schedule. (4) And my busy day isn't over when the last school bell rings. (5) Then I'm off to soccer practice, piano lessons, or some other organized activity. (6) Most days I feel as though there's no time left for me to choose what to do. (7) I've talked to my seventh-grade classmates about this issue, and almost everyone shares my feelings. (8) I have a suggestion for our school principal.

(9) During a flex period, students would have some choice about how to spend their time. (10) It would be understood that flex time does not mean free time. (11) Students wouldn't be allowed to catch up on sleep or just hang out with friends. (12) Instead, they would be expected to choose productive activities. (13) Some might want to attend a discussion group or practice an instrument. (14) Others could choose to work with a study group or catch up on homework. (15) The details of the program would take some planning, but I'm certain that the effort would be time well spent.



(16) I believe—and I think many educators would agree with me—that schools should teach more than just academics. (17) Schools should also offer opportunities for students to learn to make choices and to budget time. (18) Being shuffled through a pre-arranged schedule doesn't encourage students to develop those skills. (19) Some kids I know are overwhelmed when they are faced with choices. (20) They can't even decide which movie to see or book to buy and will often ask someone else—a parent, a salesclerk, or a friend—to choose for them. (21) Flex periods would help students exercise their decision-making skills in the same way that other classes help students exercise academic skills.

(22) Furthermore, many of today's students are entirely too stressed. (23) Along with after-school activities they often have responsibilities at home. (24) Some babysit younger siblings while their parents work. (25) Others do household chores. (26) A flex period would allow these students to get some homework done in school. (27) This would relieve some of the pressure they feel in the after-school hours. (28) Having a flex period might actually improve students' health since stress and lack of sleep can lead to illness.

(29) They have also expressed concern about the current middle school schedule. (30) Its lack of flexibility means that there isn't much time for working with students who need extra help. (31) For example, I try to follow the lessons in math class, but I sometimes have trouble grasping new concepts. (32) Mrs. Holister tries to help me, but once they understand, the rest of the class, she has to move on with the lesson. (33) During a flex period, I could return to her room and get more instruction. (34) In time, my math grade would probably improve, and both my teacher and I would feel better.

(35) I think that a schedule incorporating student flex periods would be beneficial in many ways. (36) My fellow middle school students and I would become experienced decision makers. (37) We would feel less stress and have more enjoyment during our school day. (38) And we would have an opportunity to catch up on schoolwork or practice other skills. (39) Clearly, a few hours of flex time each week would greatly improve our education—and our lives.



**28** Henry has not stated a clear position in this paper. Which sentence could BEST follow sentence 8 and serve as a position statement for this paper?

**F** I think students are entirely too busy.

**G** I hope that the principal will take the time to listen to a student suggestion.

**H** A flex period is something I would like to talk about in this paper.

**J** I propose that students get a “flex” period three days a week.

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**29** Which sentence could BEST follow sentence 14 and support the ideas in this paragraph?

**A** There are so many days when I could use some extra time to finish up homework.

**B** The seventh-grade science teacher assigned a large packet for students to finish last week.

**C** Those needing extra help could work with volunteers or student tutors.

**D** If a student wanted a chance to talk on the phone or play games, this wouldn't be the right time.

**30** What is the most effective way to combine sentences 26 and 27?

- F** A flex period would allow these students to get some homework done in school, this would relieve some of the pressure they feel in the after-school hours.
- G** A flex period would allow these students who get some homework done in school to relieve some of the pressure when they would feel it in the after-school hours.
- H** A flex period would allow these students to get some homework done in school or would relieve some of the pressure and feel of the after-school hours.
- J** A flex period would allow these students to get some homework done in school, which would relieve some of the pressure they feel in the after-school hours.

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**31** The meaning of sentence 29 is unclear. What is the BEST change to make in this sentence to improve its clarity?

- A** Change ***They*** to **Some teachers**
- B** Change ***expressed*** to **shared**
- C** Change ***concern*** to **worry**
- D** Change ***the current middle school schedule*** to **it**

**32** What is the most effective way to revise sentence 32?

- F** Mrs. Holister tries to help me and move on with the lesson for the rest of the class who understand.
- G** Mrs. Holister tries to help me, but once the rest of the class understands, she has to move on with the lesson.
- H** Mrs. Holister tries to help me, once the rest of the class understands, she has to move on with the lesson.
- J** Mrs. Holister tries to help the rest of the class, who understands, then she has to move on with the lesson.

**Read the selection and choose the best answer to each question. Then fill in the answer on your answer document.**

*Brian wrote about an event in his life that was both awkward and humorous. Read Brian's paper and think about the corrections he needs to make. Then answer the questions that follow.*



## **The Bugman Stumbles**

(1) They call me the Bugman, and I wear my nickname proudly. (2) I'm a whiz at biology and especially knowledgeable when it comes to insects. (3) From aphids, beetles, and assassin bugs to butterflies, mosquitoes, and ordinary houseflies, I'm fascinated by them all. (4) You can ask me almost anything about insects, and I'll happily answer. (5) Just please don't ask me what happened in English class today.

(6) Even though I'm a science nerd, I'm also pretty good in English. (7) I do have to work at it, though. (8) So imagine my reaction when I lucked out during today's vocabulary exercise.

(9) "This, ladies and gentlemen," Mr. Potter announced as he held up a hat, "Contains all the words on your vocabulary list." (10) The idea was for everyone to pick a word out of the hat. (11) Then we would have 15 minutes to look up the word and prepare a brief oral report on its meaning, origin, and alternate forms.

(12) With the entire vocabulary list displayed behind him on the board, Mr. Potter stirred the hat, and we all lined up for our turn to pick a word. (13) Some kids rolled their eyes when they opened their slips of paper, but not me.

(14) When I unfolded mine I let out a whoop. (15) I couldn't believe my good fortune. (16) My word was *entomology*. (17) Entomology! (18) That, my friends, just happens to be the branch of zoology dealing with insects.

(19) How was I going to spend my 15 minutes of preparation time? (20) I jotted down some notes about the word's origin along with a couple of example sentences, the rest of the report would be a breeze. (21) I could talk about this topic for hours. (22) I didn't even need to prepare. (23) I would just get up there, and the words would flow.

(24) Finally it was time for the oral reports, and I was up. (25) Confidently approaching the board, I said the word *entomology* allowed and wrote its definition in big, bold letters. (26) That's when I heard a few giggles coming from the back row.

(27) "I *know*," I said with a smile. (28) "What are the odds, right?" (29) It was pretty funny that I, the Bugman, had been the one to pick *entomology*. (30) I continued, next explaining the word's origin. (31) Now more people were giggling. (32) The laughter seems to be coming from every corner of the classroom. (33) Even Mr. Potter looked as though he were holding back a grin.

(34) "That was an interesting report," he said to an irruption of laughter. (35) "Brian, do you know the meaning of the word *etymology*?"

(36) At this point I was confused. (37) "Um . . . sure. (38) The word *etymology* means 'word origin or history,'" I said. (39) "Why?"

(40) "Because," said Mr. Potter, "that was the word you chose today."

(41) My stomach dropped like a yo-yo. (42) I turned to the list of words on the board. (43) There it was: *etymology*. (44) A quick glance and my own wishful thinking had mistakenly convinced me that I had picked *entomology*.

(45) Even though English class ended hours ago, I'm still embarrassed when I think about my mistake. (46) But I learned something from it. (47) I should read important words and directions more carefully before I make assumptions. (48) I guess I can try to do that—even if I do sometimes have bugs on the brain.

- 33** How should sentence 8 be changed?
- A** Change *imagine* to **imagining**
  - B** Insert a semicolon after *reaction*
  - C** Change *today's* to **today's**
  - D** Sentence 8 should not be changed.
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- 34** What change needs to be made in sentence 9?
- F** Change *ladies* to **lady's**
  - G** Change *announced* to **announced**
  - H** Delete the comma after *hat*
  - J** Change *Contains* to **contains**
- 

- 35** What change should be made in sentence 11?
- A** Insert a comma after *word*
  - B** Change *prepare* to **prepared**
  - C** Change *breif* to **brief**
  - D** Change *its* to **it's**

**36** What change should be made in sentence 14?

- F** Delete *When*
- G** Insert a comma after *mine*
- H** Change *I let out* to **and let out**
- J** Sentence 14 should not be changed.

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**37** What is the correct way to write sentence 20?

- A** I jotted down some notes about the word's origin along with a couple of example sentences. Sure that the rest of the report would be a breeze.
- B** I jotted down some notes about the word's origin. Which along with a couple of example sentences meant that the rest of the report would be a breeze.
- C** I jotted down some notes about the word's origin along with a couple of example sentences. The rest of the report would be a breeze.
- D** The sentence is written correctly in the paper.

**38** What change should be made in sentence 25?

- F** Change *Confidently* to **Confidentially**
- G** Change *approaching* to **approach**
- H** Change the first comma to a period
- J** Change *allowed* to **aloud**

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**39** What change needs to be made in sentence 32?

- A** Change *seems* to **seemed**
- B** Insert a comma after *coming*
- C** Change *from* to **it was from**
- D** No change needs to be made.



- 40** How should sentence 34 be changed?
- F** Delete the quotation marks after the comma
  - G** Change *he* to **He**
  - H** Change *irruption* to **eruption**
  - J** No change is needed in sentence 34.

BE SURE YOU HAVE RECORDED ALL OF YOUR ANSWERS  
ON THE ANSWER DOCUMENT.







**STAAR  
GRADE 7  
Writing  
March 2015**