

READING **Grade 7**

2011 Released Selections and Test Questions

These released questions represent selected TEKS student expectations for each reporting category. These questions are samples only and do not represent all the student expectations eligible for assessment.

Read this selection. Then choose the best answer to each question.

"A Pioneer Woman Looks Back" is a poem from Bobbi Katz's collection *We the People*. In this poem Katz writes in the voice of Mary Stahler, a pioneer who moves to the frontier with her husband to take possession of a land grant.

A Pioneer Woman Looks Back

MARY STAHLER—KANSAS, 1874

by Bobbi Katz

"Free for the taking. At that price, YOU can buy . . . a garden in the West . . . endless land and endless sky!"

5 We were just newlyweds.
John said, "It seems best
to grow with the country—
raise our family out West."
We were young. We were strong.
How were we to know
10 land and sky could be cruel?
We got ready to go.
I smiled through my tears,
as our loved ones waved good-bye.
We crossed
15 the Mississippi
for
endless land . . . endless sky . . .

20 The trail was rough
and the going was tough.
The prairies of Kansas
were far West enough.
John staked out our claim
one hot day in July,
as I waited and I watched—
endless land . . . endless sky . . .

25 Young John was born
early that fall.
Next came Mary,
then Elizabeth . . .
nine kids in all.

30 I schooled the children.
Town was too far away.
There were so many chores
to fit into a day!
35 Cooking, sewing, laundry—
and much more to do.
Yet somehow I found time
to be lonely, too:
The endless droning of the wind,
40 a lone coyote's call,
the chatter of the children,
no visitors at all.
I longed to see a woman—
to hear a woman's voice.
Instead, I hear winds whisper:
45 *Free land! You made a choice.*
Often I wonder,
and I can't help but sigh—
What price we really paid
for
50 endless land . . . endless sky . . .

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- 1 The poet helps the reader understand how it felt to be on the frontier mainly by —
- A creating vivid images of remoteness
 - B explaining how land was claimed
 - C stressing the difficulty of raising a large family
 - D comparing the advantages and disadvantages of moving to the West
-
- 2 The poet places the words “no visitors at all” on a line by themselves most likely because the words —
- A highlight the speaker’s loneliness
 - B explain why work on the frontier was time-consuming
 - C describe the speaker’s desire not to be distracted from her family
 - D suggest that pioneers were not friendly or social
-
- 3 The repetition of the line “endless land . . . endless sky . . .” suggests that the speaker —
- A recognizes the infinite possibilities of living on the frontier
 - B thinks that frontier life is unfair because of its challenges
 - C feels overwhelmed by the vastness of the surroundings
 - D appreciates the incredible beauty of the environment

- 4 To the speaker's husband, moving west mostly represents —
- A uniqueness
 - B opportunity
 - C sacrifice
 - D peacefulness
-
- 5 At the end of the poem, the speaker expresses a feeling of —
- A hope, because she plans to sell the property and return to her hometown
 - B uncertainty, because she wonders about opportunities for her children
 - C frustration, because her life has presented her with very few choices
 - D loss, because she is aware of all she gave up in order to own a large plot of land
-
- 6 Because the poem is written from the speaker's point of view, the reader is better able to understand —
- A when it was that pioneers began to move west
 - B how pioneers spent their time on the frontier
 - C where on the frontier pioneers built homes
 - D what kinds of sacrifices pioneers made by moving west

- 7 Read lines 44 and 45 from the poem.

Instead, I hear winds whisper:
Free land! You made a choice.

The poet uses personification in these lines to show that the winds —

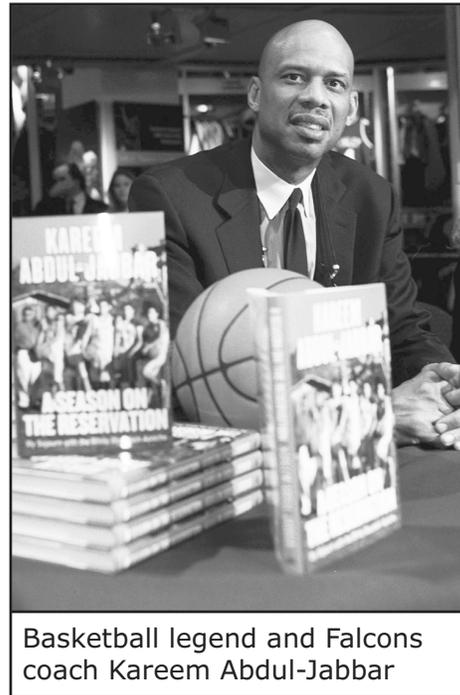
- A are important to frontier life
 - B seem to taunt the speaker
 - C serve as a symbol of the speaker's anger
 - D blow gently and quietly on the frontier
-
- 8 Which line best communicates the speaker's feelings of regret?
- A *I schooled the children.*
 - B *There were so many chores*
 - C *and the going was tough.*
 - D *and I can't help but sigh—*

Read the selection. Then choose the best answer to each question.

Coaching the Falcons

- 1 This was a long way from the bright lights of Los Angeles. No cameras. No screaming fans. Instead, in this area near Whiteriver, Arizona, there was only dry-baked earth and empty plains. But Kareem Abdul-Jabbar, the studious athlete, found this place inspiring. "This is incredible country," he said. Abdul-Jabbar became familiar with the region while doing some historical research in 1995. While there, he was invited to participate in the opening of the new high school gym on the Fort Apache Indian Reservation. A couple of years later, Abdul-Jabbar returned to the area—this time to coach basketball on the reservation.
- 2 It was 1998, and Abdul-Jabbar was about to embark on his first coaching experience. For 20 years he had dominated professional basketball as a player for the Milwaukee Bucks and the Los Angeles Lakers. During his career he scored 38,387 points, the highest total of any player in NBA history. He won six Most Valuable Player awards. He was famous for his "skyhook" shot, which involved rocketing high into the air and shooting the ball with one hand. And he was almost as good at blocking shots as he was at making them. These skills earned him a reputation as one of the greatest basketball players of all time.
- 3 Abdul-Jabbar had faced challenges in his basketball career. But as he was about to learn, coaching the Alchesay High School Falcons at the reservation presented a new set of challenges. For one thing, Abdul-Jabbar was a volunteer. The Falcons already had a permanent head coach and assistant coaches. So although Abdul-Jabbar sometimes wanted to suggest ways the team could improve, he remained silent out of respect for the head coach. He was there to help, not to take over.
- 4 Another obstacle was that the Apache boys on the team were not accustomed to being criticized. Many young athletes expect coaches to point out shortcomings so that they can improve. In Apache culture, however, it was shameful for boys to be singled out and informed of their mistakes. In addition, the Apache boys' tendency to play basketball in silence made communication on the court difficult. Abdul-Jabbar also noted that the boys on the team were reluctant to use their bodies to push opponents away. This essentially gave the opposing team free points and was a serious liability.

- 5 Although Abdul-Jabbar wanted to respect Apache traditions, he wanted the players to improve because he saw a lot of potential in them. The team had gone to the state tournament the year before, but they ended up losing by three points. Abdul-Jabbar felt the team would be much better if the players learned to communicate with each other on the court.
- 6 Although he saw many mistakes at the team's daily practices, Abdul-Jabbar decided to wait for the right time to give his input. After a game that ended in a heartbreaking defeat for the Falcons, Abdul-Jabbar found his moment. The time was right to establish some rules. He said, "From now on, anyone making a bad pass in practice owes the team some push-ups."
- 7 During the four months that Abdul-Jabbar coached the Falcons, the team savored some spectacular victories but also suffered some disappointing defeats. They reached the regional tournament but lost an extremely tight game. The opposing team beat them with a last-second shot. The Falcons would not compete in the state championship that year.
- 8 Although Abdul-Jabbar felt as disappointed as the players, he was able to take comfort in the fact that he had helped the boys improve their game. And when he thought about the time he had spent with the Apaches, he realized that he had learned as much from them as they had learned from him. He described this lesson himself: "What I am learning here is how to communicate what I know, but also to develop the altogether different talent of reaching inside other people to pull out their best effort."
- 9 The most important thing Abdul-Jabbar learned about the Apaches on the reservation was that they truly were one big family. As in any family there were conflicts and problems. But there was also a deep sense of community. People supported one another. For example, whenever the Falcons played, thousands of fans would crowd into the gym to cheer for them. This was even true of games held at schools that were four or five hours away.
- 10 Coaching the Falcons also helped Abdul-Jabbar learn more about himself. He had come to the reservation unsure of what the next



Basketball legend and Falcons coach Kareem Abdul-Jabbar

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step in his life would be. He was 51 years old, had been retired for eight years, and felt unhappy about the many changes in professional basketball. Working with the Falcons convinced him that coaching was something he wanted to do. Volunteering to coach the Falcons helped Abdul-Jabbar find his own path.

- 11 Many years have passed since Abdul-Jabbar spent the 1998–1999 season on the Fort Apache reservation. But the bonds that grew between him, the players, and the larger Apache community still remain.

Abdul-Jabbar wrote a book about his experiences with the Alchesay Falcons titled A Season on the Reservation. From 2005 to 2009 he served as an assistant coach for the Los Angeles Lakers, his former team.

- 1 In paragraph 2, the word rocketing emphasizes Abdul-Jabbar's —
- A skill
 - B power
 - C intensity
 - D accuracy
-
- 2 In paragraph 4, why does the author include information about how the Falcons played basketball?
- A To educate readers about the Falcons' style of play
 - B To suggest that the Falcons lacked important athletic skills
 - C To identify some of the challenges Abdul-Jabbar faced when coaching the Falcons
 - D To foreshadow Abdul-Jabbar's feelings about the Falcons' losses
-
- 3 Why does the author include the italicized paragraph at the end of the selection?
- A To demonstrate that Abdul-Jabbar is an accomplished author
 - B To show readers that Abdul-Jabbar has many interests
 - C To persuade readers to buy Abdul-Jabbar's book about his experience with the Falcons
 - D To inform readers of Abdul-Jabbar's accomplishments since he coached the Falcons

- 4 The author organizes the information in this selection by —
- A summarizing Abdul-Jabbar’s basketball career and then relating his experiences with the Falcons
 - B comparing Abdul-Jabbar’s coaching style with that of the Falcons head coach
 - C describing how Abdul-Jabbar’s philosophy of coaching changed over time
 - D discussing Abdul-Jabbar’s impressions of the Apache reservation and then explaining how he became a star player
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- 5 Why did Abdul-Jabbar wait until the Falcons lost a very close game before asserting himself as a coach?
- A He thought he should first develop a better relationship with the team’s coaches.
 - B He didn’t want the players to know that he had been a talented basketball player.
 - C He wanted the team to realize that they could win if they worked in new ways to improve.
 - D He believed he had finally come to understand Apache culture.
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- 6 Which sentence best shows that Abdul-Jabbar’s time with the Falcons has had a lasting impact on his life?
- A *Although Abdul-Jabbar felt as disappointed as the players, he was able to take comfort in the fact that he had helped the boys improve their game.*
 - B *But as he was about to learn, coaching the Alchesay High School Falcons at the reservation presented a new set of challenges.*
 - C *The most important thing Abdul-Jabbar learned about the Apaches on the reservation was that they truly were one big family.*
 - D *Volunteering to coach the Falcons helped Abdul-Jabbar find his own path.*

- 7 What is the best summary of this selection?
- A** Kareem Abdul-Jabbar played professional basketball for 20 years. He won six Most Valuable Player awards and was one of the best players in NBA history. He spent a season coaching a high school team on the Fort Apache Indian Reservation. The team was unable to win the state championship, even with Abdul-Jabbar's help.
 - B** Kareem Abdul-Jabbar was best known for his career as a professional basketball player. However, after he retired, he was not sure what he wanted to do. He decided to spend a season working with a high school basketball team on the Fort Apache Indian Reservation. A head coach and assistant coaches led the team.
 - C** Kareem Abdul-Jabbar retired from playing professional basketball after a very successful 20-year career. He later spent a season working with a high school basketball team on the Fort Apache Indian Reservation. He experienced some successes while coaching during this season, but the team did not win the state championship.
 - D** Kareem Abdul-Jabbar had a successful 20-year career playing professional basketball. After being retired for eight years, he decided to help coach a high school team on the Fort Apache Indian Reservation. Abdul-Jabbar both helped the team and learned a great deal from his experiences. He later decided to pursue a career in coaching.

Item Number	Reporting Category	Readiness or Supporting	Content Student Expectation	Correct Answer
READING Selection 1				
1	2	Supporting	7.3(C)	A
2	2	Supporting	7.4(A)	A
3	2	Supporting	7.4(A)	C
4	2	Supporting	7.4 Fig. 19(D)	B
5	2	Supporting	7.4 Fig. 19(D)	D
6	2	Supporting	7.4 Fig. 19(D)	D
7	2	Readiness	7.8(A)	B
8	2	Readiness	7.8(A)	D
READING Selection 2				
1	1	Readiness	7.2(B)	B
2	2	Supporting	7.7 Fig. 19(D)	C
3	2	Supporting	7.7 Fig. 19(D)	D
4	2	Supporting	7.7 Fig. 19(D)	A
5	2	Supporting	7.7 Fig. 19(D)	C
6	2	Supporting	7.7 Fig. 19(D)	D
7	2	Supporting	7.7 Fig. 19(E)	D

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