

BEARCAT DAY 7

GRADE 7
ANDERSON COUNTY SCHOOLS



ANDERSON COUNTY MIDDLE SCHOOL

7TH GRADE BEARCAT DAY 7

LANGUAGE ARTS	SCIENTIFIC AND TECHNICAL TEXTS Complete the assignment in ELA teacher's Google Classroom.
MATH	ONE STEP EQUATIONS WITH RATIONAL NUMBERS Complete the assignment in your math teacher's Google Classroom.
SCIENCE	CELL ANALOGY Go to your science teacher's Google Classroom to complete your assignment. Watch the video, use the Prezi to take notes, and complete the Cell Analogy on Google Forms.
SOCIAL STUDIES	THE BIRTH OF ROMULUS, REMUS, AND ROME Read the article and answer the questions in your social studies' teacher's Google Classroom.
PE/HEALTH	DREAM JOBS: PATHOLOGIST Read the article and answer the questions. Email your responses to your brian.glass@anderson.kyschools.us .
LITERACY	MAY DAY Read the article and answer the questions in Ms. Knight's Google Classroom.

Scientific and Technical Texts

1 GETTING THE IDEA

Two important types of nonfiction writing are scientific and technical texts. **Scientific texts** explain a science topic, such as how the planets revolve around the sun. Science magazine articles, experiments, and academic textbooks are examples of scientific texts. **Technical texts** provide detailed information on a specific topic, often about how to do something. User manuals, experiments, how-to guides, instructions, brochures, and cookbooks are examples of technical texts.

Structure

Like most nonfiction texts, scientific and technical texts contain a lot of information. Authors rely on text structure to organize all of the facts and details. Organizing the text in a certain way makes it easier for the reader to understand and remember the information. Some common text structures are **compare and contrast**, **cause and effect**, and **problem and solution**. You may also see scientific and technical texts use the following structures.

- A **sequence structure** presents ideas and concepts in a specific order. Numbered steps or time-order words, such as *first*, *next*, *before*, and *after*, can organize this structure. When a text explains a procedure or gives instructions, it is important to follow the steps in order. Following the steps of an experiment or directions in a manual out of order can make the results come out wrong.

Underline the time-order words in this sample. Then, number the steps in order.

First, prepare the terrarium by placing soil along the bottom of the container. Then, cover the soil with moss and other plants. Next, mist it with water from a spray bottle. Finally, cover the whole thing with mesh and secure the cover.

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- A **whole-to-part structure** begins with a topic sentence or general idea, or the “whole.” Facts and details are the “parts” that come next, explaining and supporting that idea.

A volcano has many parts. The vent is the center opening in a volcanic mountain. If it is wide, it is called a crater. The opening extends the length of the volcano into a magma chamber below Earth’s crust. That tunnel is called a pipe, or conduit.

- A **part-to-whole structure** is the reverse of a whole-to-part structure. Here, the facts and details lead to a main idea or concept.

Recycling saves money. It reduces the amount of trash in landfills and makes us aware of the resources we use. These are all important reasons to start a recycling program at our school.

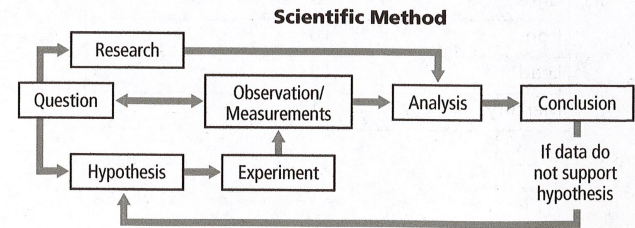
- A **spatial structure** describes things in terms of where they are. It uses location words such as *above*, *bottom*, *front*, *back*, *east*, and *southwest*. A user manual or a geographic guide may use this type of structure.

A number of mountain ranges cover the United States. The farthest west is the Coast Range along the edge of California. The largest is the Rocky Mountains, which run through many western states like Montana, Wyoming, and Colorado. The Appalachian Mountains are in the East.

Graphic Features

A **graphic feature** is an image that helps the reader visualize information. Some graphic features explain the text. Others provide new information in a visual way. Scientific and technical texts use a variety of graphic features.

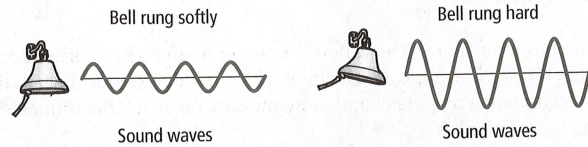
- A **flowchart** shows the steps in a process using lines or arrows to connect the steps. This flowchart shows the steps of the scientific method.



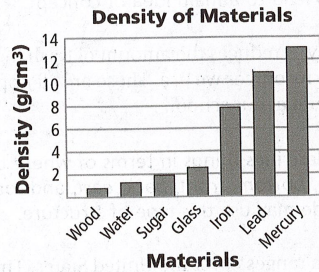
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Grade 7 Bearcat Day 7 ELA

- A **diagram** is a drawing that shows the parts of something or how something works. This diagram shows sound waves in both loud and soft sounds.



- A **graph** is a visual way to show data, or information given as numbers.



- A **table** displays information in columns and rows. This table shows the information on the graph as a table.

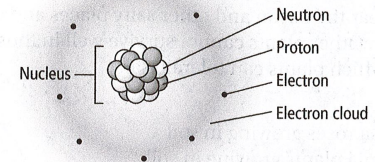
Density of Materials

Materials	Density
Wood	1
Water	1.5
Sugar	2
Glass	3
Iron	8
Lead	9
Mercury	13

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Grade 7 Bearcat Day 7 ELA

- A **model** is a picture or object that represents a real-life object. The real-life object is usually something too big, small, far away, hidden, or otherwise hard to see.



Language Spotlight • Symbols and Key Terms

Scientific and technical texts often contain symbols and key terms. A **symbol** is a picture or letter that represents a word or idea. In the expression $+2^{\circ}\text{C}$, for example, the symbol “+” means *positive*, and the round symbol means *degrees*. The letter *C* stands for *Celsius*, which is a measurement scale for temperature. The word *Celsius* is a **key term** because it is an important science word.

Read this paragraph. Underline any key terms. Then, circle the symbols.

The experiment requires students to cool the H_2O to 32°F and then add 2 mL of NaCl to the container. There are many kinds of salts, but NaCl is sodium chloride, or common table salt.

What do the key terms and symbols you marked mean?

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Read the passage.

Which Plants Can Tolerate Salt?

Some plants live near the ocean and other salty places and do well living in contact with salt water. Other plants cannot survive well in those conditions. This experiment explores which plants can tolerate salt.

Materials

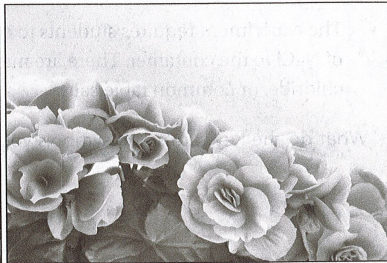
- two healthy rugosa roses growing in soil
- two healthy begonia plants growing in soil
- water
- table salt (NaCl)
- watering cans and measuring cups
- camera (optional)

Procedure

1. Predict which plant or plants will tolerate salt water. Record your prediction and explain why you think that outcome will happen.
2. Create a saltwater mix in a watering can. Dissolve $\frac{1}{4}$ cup of salt for every 2 cups of cool water.
3. Set all four plants in a cool, sunny spot, such as by a window.



Rugosa Rose



Begonia

4. Water one begonia and one rugosa rose every third day with water only. Water one of each plant with the saltwater mix at the same time.
5. Observe the plants each week. Write, draw, and take photographs if possible to record your observations.

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One student made notes about what she observed.

Data

Prediction: The plants that get plain water will do well. The plants that get salt water will not. I think so because I rarely see plants with flowers near the ocean.

Week	Rose 1 (plain water)	Begonia 1 (plain water)	Rose 2 (salt water)	Begonia 2 (salt water)
1	<ul style="list-style-type: none"> • many green leaves • roses in bloom 	<ul style="list-style-type: none"> • many green leaves • flowers in bloom 	<ul style="list-style-type: none"> • many green leaves • roses in bloom 	<ul style="list-style-type: none"> • many green leaves • flowers in bloom
2	<ul style="list-style-type: none"> • many green leaves • roses in bloom 	<ul style="list-style-type: none"> • many green leaves • flowers in bloom 	<ul style="list-style-type: none"> • many green leaves • roses in bloom 	<ul style="list-style-type: none"> • leaves lighter green • white spots on leaves • flowers wilting
3	<ul style="list-style-type: none"> • many green leaves • roses in bloom • new flowers 	<ul style="list-style-type: none"> • many green leaves • flowers in bloom 	<ul style="list-style-type: none"> • many green leaves • roses in bloom • new flowers 	<ul style="list-style-type: none"> • white leaves • mostly wilted flowers
4	<ul style="list-style-type: none"> • many green leaves • new roses in bloom • new flowers 	<ul style="list-style-type: none"> • many green leaves • new flowers in bloom 	<ul style="list-style-type: none"> • many green leaves • new roses in bloom • new flowers 	<ul style="list-style-type: none"> • shriveled leaves • dead flowers

Analysis

At the start of the experiment, all four plants looked healthy. They had green leaves and plenty of flowers. Both control plants, the ones that got plain water, were equally healthy or healthier four weeks later. In week 4, they had the same green leaves and flowers in bloom. They even had a few new flowers.

The plants that received salt water did not have equal results. The rugosa rose did just as well with salt water as the one with plain water. It had as many green leaves, roses in bloom, and new flowers. The begonia that got salt water, though, basically died. The leaves dried up and the flowers died.

Conclusion

Rugosa roses can live with salt water but begonias cannot. My prediction was incorrect; there are plants with flowers that can tolerate salt water.

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Grade 7 Bearcat Day 7 ELA

Answer the following questions.

- 1 These steps from the section "Procedure" are out of order. Write 1, 2, 3, 4, and 5 to order them from first to last.

- Mix the salt and water.
- Observe the plants each week.
- Put the plants in a sunny spot.
- Make a prediction.
- Water the plants regularly.

Hint Review the steps of the procedure. Remember that the numbers tell you the order to follow.

- 2 What does the symbol NaCl stand for?

- A. soil
- B. salt water
- C. rugosa roses
- D. table salt

Hint Find the symbol NaCl in the section "Procedure" and see what it refers to.

Grade 7 Bearcat Day 7 ELA

- 3 Which section of the experiment includes judgments by the writer, rather than just facts or observations?

- A. Procedure
- B. Data
- C. Analysis
- D. Conclusions

Hint A fact is something known to be true. Observations are things that you learn about the world through the senses. A judgment is an informed opinion made after carefully studying information.

- 4 Suppose you tested another plant like the begonia. How would you expect the fourth entry in the data table to read for that plant if you watered it with salt water?

- A. green leaves, flowers blooming
- B. lighter leaves, flowers wilting
- C. white leaves, new flowers
- D. shriveled leaves, dead flowers

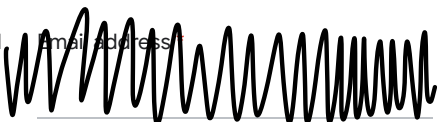
Hint The plant in the question is like a begonia, so it should react to salt water the same way. Use the table in the section "Data" to read what a begonia under those conditions looks like in week 4. That's what the plant in the question should look like, too.

Grade 7 Bearcat Day 7 Math

One-Step Equations with Rational Numbers

* Required

1. Email Address



2. First Name *

3. Last Name *

Reference the following video for instructions and help to solve one-step equations with rational numbers.



<http://youtube.com/watch?v=QNwLIAqyhGg>

Question 1

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Grade 7 Bearcat Day 7 Math

4. 1. Find the value of t needed to make the equation shown true. 1 point

$$25t = 12.5$$

Question 2

5. 2. Elise is going to solve the equation shown below. Which of the following statements are correct? 1 point

$$\frac{x}{8} = 12.5$$

Mark only one oval.

- A. Elise should subtract 8 from both sides.
- B. Elise should divide both sides by 8.
- C. Elise should multiply both sides by 8.
- D. Elise should subtract 12.5 from both sides.

Question 3

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Grade 7 Bearcat Day 7 Math

6. 3. Which equation has a solution of $x = 1.5$?

1 point

Mark only one oval.

$$\frac{x}{8} = 12$$

A.

$$3x = 4$$

B.

$$x + 14.5 = 16$$

C.

$$17x = 34$$

D.

Question 4

7. 4. The perimeter of a square is 75 inches. What is the length of one side of the square? 1 point

Question 5

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Grade 7 Bearcat Day 7 Math

8.

1 point

5. Nick decided to take $\frac{2}{5}$ of the money in his bank account and donate it to a local charity. If Nick donated \$70 to a local charity, what was the total amount in his bank account?

Mark only one oval.

A. \$28

B. \$350

C. \$250

D. \$175

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Google Forms

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Grade 7 Bearcat Day 7 Science

Bearcat Day 7 Cell Analogy

Name: _____ Teacher: Bowman or Chrisman (circle one)

1. Watch video and write down all the organelles and their analogies as you do.
https://www.youtube.com/watch?v=eG7v_5VtHt4
2. Use the Prezi to write down the jobs of each organelle.
<https://prezi.com/ds9kogprzi4/-cell-analogy-house/>
3. Complete Cell Analogy on Google [Forms](#)

Grade 7 Bearcat Day 7 Science

Cell Analogy

If a cell were a school...

1. Then the nucleus would be: 1 point

Mark only one oval.

- The front office because that controls what happens in the school
- The resource officer (Officer Dunn) because he protects the school
- The cafeteria because that is where the food is made
- The classroom because that is where learning takes place

2. Then the nucleolus would be: 1 point

Mark only one oval.

- The principal (Ms. Rose) because they have all the plans for what goes on at school
- The resource officer (Officer Dunn) because he protects the school
- The cafeteria because that is where the food is made
- The classroom because that is where learning takes place

3. Then the cell membrane would be: 1 point

Mark only one oval.

- The principal (Ms. Rose) because they control what goes on inside the school
- The front doors because they control what comes in and out of the school
- The cafeteria because that is where the food is made
- The classroom because that is where learning takes place

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4. Then the chloroplasts would be:

Mark only one oval.

- The principal (Ms. Rose) because they control what goes on inside the school
- The resource officer (Officer Dunn) because he protects the school
- The cafeteria because that is where the food is made
- The classroom because that is where learning takes place

5. Then a vacuole would be:

1 point

Mark only one oval.

- The classroom because that is where the learning takes place
- The water fountains because it stores water
- The cafeteria because that is where the food is made
- The hallways because that is how you move around the building

6. Then the endoplasmic reticulum would be:

1 point

Mark only one oval.

- The classroom because that is where the learning takes place
- The water fountains because it stores water
- The cafeteria because that is where the food is made
- The hallways because that is how you move around the building

7. Then the nuclear membrane would be:

Mark only one oval.

- The classroom because that is where the learning takes place
- The front office because they control who comes in and out of the office
- The front doors because they control who can come in and out of the building
- The hallways because that is how you move around the building

8. Then the cell wall would be:

1 point

Mark only one oval.

- The classroom because that is where the learning takes place
- The front office because they control who comes in and out of the office
- The building walls because they provide structure and support
- The hallways because that is how you move around the building

9. Then the lysosomes would be:

1 point

Mark only one oval.

- The classroom because that is where the learning takes place
- The lockers because that is where they store things
- The front doors because they control who can come in and out of the building
- The bathrooms because that is where we get rid of waste

10. Then the mitochondria would be:

Grade 7 Bearcat Day 7 Science

Mark only one oval.

- The classroom because that is where the learning takes place
- The lockers because that is where they store things
- The front doors because they control who can come in and out of the building
- The breaker box because that is how energy (electricity) comes into the school

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Google Forms

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ReadWorks® Grade 7 Bearcat Day 7 Social studies Romulus, Remus, and Rome

The Birth of Romulus, Remus, and Rome

by Dan Stahl



illustration of Romulus and Remus

Rome is known as the Eternal City, but that's an exaggeration. Rome may be old, but it hasn't been around forever. It was founded in or around the 8th century BCE. According to legend, the date of its founding is 21 April 753 BCE.

Rome's age doesn't matter as much as its history. The city began as a village in western Italy. Over the following centuries it grew into an empire that stretched across Europe, North Africa, and the Middle East. A man who lived in Rome as it was growing wrote that its power was second to none except the gods.

That man, whose name was Livy, was a historian. He wrote 142 books about the history of Rome. He believed the city did not develop by chance but by fate.

Livy's books are a mix of fact and legend. What mattered to him was not whether every event he described happened. What mattered was the behavior of the people he wrote about. He urged his readers to study these people and learn from them.

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Here is his account of how Rome was founded. You may believe it or not, as you like. What you should do is think about it and learn from it. Oh, and one more thing: enjoy it.

* * *

Before Rome, there was Alba Longa. It was another city in the same part of Italy. The king who ruled it had two sons, Numitor and Amulius. He left his kingdom to Numitor, the older of the two. However, Amulius ousted his brother and took over the kingdom. He then had Numitor's sons executed. As for Numitor's daughter, he made her a priestess. He pretended it was an honor, but it wasn't. It was a ruse to stop her from becoming a mother.

She became a mother anyway. The father of her twin boys was said to be the god Mars, but even he could not protect her and her sons from Amulius. The king had her arrested and ordered that her baby boys be drowned.

Accordingly, the boys were taken to a river. This river, known as the Tiber, had overflowed its banks. The overflow had collected in pools that blocked access to the river. *The pools will do*, thought the king's servants. They left the boys floating in a basket on one of the pools.

Soon the water receded, leaving the twins on land. Nearby was a thirsty she-wolf, which heard the boys crying and veered toward them. She nursed them and gave them a tongue bath. At that point the three of them were discovered by a shepherd. The shepherd was Faustulus, the overseer of the king's flocks. He took the boys home and entrusted their upbringing to his wife.

Once the twins had grown up, they started hunting in the woods. They did not limit themselves to animals. They also attacked robbers, taking their loot and distributing it to neighboring shepherds. The shepherds then teamed up with the twins, forming a posse of youths.

The robbers disliked being robbed and wanted revenge, so they ambushed the posse of young men. One of the twins, Romulus, held his ground. The other twin, Remus, was captured. The robbers hauled Remus to King Amulius, claiming he was a criminal. *He took part in raids on the lands of Numitor*, they said. Accordingly, Remus was turned over to Numitor for punishment.

Concern for Remus led Faustulus to approach Romulus. Faustulus had suspected from day one that the twins were royalty. He knew about the king's order of infanticide, and he knew his discovery of the babies coincided with that order. He now shared this knowledge with Romulus.

Numitor also discerned the truth. While Remus was in his keeping, Numitor heard about the twin's brother. Learning of their age and nobleness, he deduced their identity.

Hence trouble awaited King Amulius on two fronts. First there was Romulus. He was organizing an ambush against the king with the shepherds. Meanwhile, Remus had formed another group at the estate of Numitor. When Romulus's group made its attack, Remus's group came to their assistance. In this way they struck down the king.

Upon the king's death, Numitor called a meeting of the people. In it he disclosed his brother's crimes and his grandsons' identity. At last he revealed the death of Amulius. Romulus and Remus then hailed their grandfather as king. Everyone present approved, and Alba Longa was restored to Numitor.

Now Romulus and Remus were itching to found a city of their own. It would be where they had been

abandoned and brought up. The shepherds and others joined them.

The brothers' plans hit a snag, however. Ambition ran in their family, and now a rivalry developed between them. Because the brothers were twins, neither could claim superiority by age. How, then, to determine the ruler of the new city? Or which of them it should be named after? The gods would have to decide. To receive their answers, Romulus and Remus each went to a separate hill where they awaited a sign from the heavens.

A sign-six vultures-came to Remus first. Just as the sign was proclaimed, twelve vultures came to Romulus. Each brother was hailed by his followers as king. Remus's group justified its claim by the order of the signs, while Romulus's group cited the number of birds. The two groups started debating and wound up brawling. In the turmoil Remus got clobbered and dropped to the ground, dead.

There is another story of Remus's death. In this version, the walls of the brothers' city were under construction. Remus jumped over Romulus's walls to make fun of them. Romulus killed him in a rage, uttering these words: "The same to anyone else who trespasses on my walls!"

In this way Romulus became the sovereign of Rome. The city had been born and was named after its founder.

Note: The story of Romulus and Remus related here is an adaptation. Its source is Book 1 of Ab Urbe Condita by Titus Livius (Livy).

Name: _____ Date: _____

1. Whose account of Rome's founding is provided in the text?

- A. A Roman king named Faustulus's account
- B. A Roman historian named Livy's account
- C. An ancient historian named Amulius's account
- D. A shepherd named Remus's account

2. Who are the main characters in the story?

- A. Amulius and Romulus
- B. Numitor and Remus
- C. Faustulus and Numitor
- D. Romulus and Remus

3. Amulius wanted to prevent Numitor's descendants from reclaiming the kingdom.

What evidence from the text supports this conclusion?

- A. The father of Romulus and Remus was the god Mars.
- B. Amulius tried to stop Numitor's daughter from becoming a mother, then tried to kill her sons.
- C. Amulius turned Remus over to Numitor for punishment.
- D. Faustulus told Romulus the truth about his birth.

4. How are Romulus and Remus similar to Amulius and Numitor?

- A. Both sets of brothers had children that reclaimed their kingdoms.
- B. Both sets of brothers decided to establish new cities.
- C. Both sets of brothers experienced loss because of uncontrolled ambition.
- D. Both sets of brothers fought against the shepherds.

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5. What is the main idea of this passage?

- A. Much of what we know about Roman history is due to the 142 books written by Livy.
- B. Amulius and Numitor ruled a great kingdom that eventually became Rome when Romulus killed his twin Remus.
- C. Romulus and Remus both believed they were chosen by the gods to become ruler, leading them and their followers to fight over who should rule the new city.
- D. Romulus and Remus retook their grandfather's kingdom and planned to build their own city, but the rivalry that developed between them left Remus dead.

6. Read these sentences from the text.

"Faustulus had suspected from day one that the twins were royalty. . . . Numitor also discerned the truth."

As used in the passage, what does the word "discerned" mean?

- A. rejected
- B. misunderstood
- C. recognized
- D. denied

7. Choose the answer that best completes the sentence.

The rivalry between the twins left Remus dead. _____, Romulus became the sovereign of Rome.

- A. Otherwise
- B. Consequently
- C. Initially
- D. For example

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8. How does Remus die in the first version of the story?

9. How does Remus die in the second version of the story?

10. Livy's purpose in writing the history of Rome was to help readers learn from his characters. What lesson might readers learn from his account of how Rome was founded?

Support your answer with evidence from the text and images.

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Dream Jobs: Pathologist

By Mark Tran, The Guardian, adapted by Newsela staff on 10.19.16
Word Count **692**



A pathologist looking through a microscope. Getty Images

Stephen Abbs is a pathologist, or someone who studies bodily fluids and tissues. He is head of a molecular genetics laboratory in London, and leads a team of scientists specializing in genes. He and his co-workers spend their time extracting DNA from blood samples. DNA is the blueprint of human life. It carries information about who we are, what we look like and what diseases we might get.

The labs and offices are full of people looking closely at computer screens. They have 90,000 DNA samples. Some of the samples go back 20 years, and some are from people who are now dead. The samples are kept in tubes the size of a thumb. They sit on trays and are stored at below-freezing temperatures.

Most Of The Work Benefits Living Patients

Many people believe pathology is the study of dead bodies and organs. However, most of the work that pathologists do benefits living patients.

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Every time someone has a blood test or a lump removed, it is a pathologist who looks at the material to determine if the patient has a disease. While few pathologists see patients directly, they provide the information doctors need to identify a problem and decide on treatment. Not all pathologists are doctors. Most are scientists.

Abbs Specializes In Clinical Muscular Genetics

Abbs, 46, specializes in clinical molecular genetics. This means he studies DNA. Sometimes, there are changes to DNA and a patient develops a disease. Abbs is especially interested in a disease called muscular dystrophy. It is an inherited condition that causes muscles to weaken over time. There is no cure, but molecular geneticists can still help these patients and others.

First, they can confirm the presence of the disease and tell the patient which kind of muscular dystrophy they have. This helps to determine their treatment.

Second, they can test a person's DNA to see if they are at risk for a disease. If so, patients can make medical decisions about their future.

Third, pregnant women can be tested to see if their fetuses might be abnormal or carry harmful DNA. If they do, parents must decide whether to continue with the pregnancy.

Pathologists Talk To Doctors, Doctors Talk To Patients

An important part of the work is the use of clear, direct language to pass on information. Pathologists talk to doctors, and then doctors talk to patients. A pathologist's report must be written clearly and be simple to understand.

Many people believe that molecular geneticists spend their days peering at DNA cells through microscopes. This is not true. When blood samples arrive, the DNA is pulled out by a DNA extraction machine. The special machine is the size of a small coffeemaker. It separates different parts of the blood and pulls out the DNA. The DNA contains a person's genes. A tiny amount is taken for testing.

It is true that thousands of DNA samples are kept for a long time in big refrigerators, even from people who have died. This is because relatives might someday want to have the DNA tested. Perhaps they want to see if they are at risk for a disease, or see if their children might be. All patients must agree to let their DNA be used by relatives.

Work Is Not Glamorous Like TV

There are currently several TV shows that feature pathologists working to help solve crimes. Their work is made to look glamorous. Abbs says a forensic pathologist recently told him that the work was actually quite repetitive and boring.

Abbs replied that "some of the work is boring and repetitive here, as well, but we have

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Job Stats

Pay: A clinical scientist after four years of college and extra training starts at £25,000 (\$31,000) and can climb to £90,000 (\$114,000).

Hours: Abbs starts at 7:30 a.m. and leaves early. He works a usual 37.5-hour week, Monday to Friday, but most people work longer hours.

Work-life balance: Abbs is able to work flexible hours.

Highs: Bringing in new technology successfully. This means Abbs can better help patients.

Lows: "When we confirm a disease such as muscular dystrophy. That really hits you."

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Quiz

- 1 What is the main idea of the section "Most Of The Work Benefits Living Patients"?
- (A) Pathology is mainly the study of dead bodies and organs.
- (B) Some pathologists help living people, but many do not.
- (C) Pathologists help living patients by studying blood or lumps for diseases.
- (D) Pathologists help living patients by working with patients directly to cure diseases.
- 2 Which selection from the text BEST summarizes a main idea of the article?
- (A) DNA is the blueprint of human life. It carries information about who we are, what we look like and what diseases we might get.
- (B) While few pathologists see patients directly, they provide the information doctors need to identify a problem and decide on treatment.
- (C) Many people believe that molecular geneticists spend their days peering at DNA cells through microscopes.
- (D) Abbs says a forensic pathologist recently told him that the work was actually quite repetitive and boring.
- 3 Read the following sentence from the section "Abbs Specializes In Clinical Muscular Genetics."
- Third, pregnant women can be tested to see if their fetuses might be abnormal or carry harmful DNA.*
- Which word from the text helps the reader understand the meaning of fetuses?
- (A) pregnant
- (B) woman
- (C) tested
- (D) abnormal

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- 4 Read the following sentence from the section "Work Is Not Glamorous Like TV."

Abbs says a forensic pathologist recently told him that the work was actually quite repetitive and boring.

Which word would BEST replace the word "repetitive" above?

- (A) exciting
- (B) routine
- (C) dangerous
- (D) meaningful

5. Write a short paragraph that explains the central idea of the article. Use at least 2 details from the article to support your response.

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Find out how the speaker feels about spring. Read the selection below. Then read each question and choose the best answer. Use the provided answer sheet at the end of the workbook to record your answers, and use a separate sheet of paper to record your response to open-ended questions.

May Day

by Sara Teasdale

A delicate fabric of bird song
Floats in the air,
The smell of wet wild earth
Is everywhere.

Red small leaves of the maple
Are clenched like a hand,
Like girls at their first communion¹
The pear trees stand.

Oh I must pass nothing by
Without loving it much,
The raindrop try with my lips,
The grass at my touch;

For how can I be sure
I shall see again
The world on the first of May
Shining after the rain?

¹ **first communion:** a ceremony in which a young person takes his or first step toward becoming an active member of the church

May Day

- According to the selection, what does the speaker taste in order to experience it?
 - a blade of grass
 - a maple leaf
 - the rain
 - the wet soil
- Why does the speaker compare the pear trees with girls in church?
 - to reinforce the idea of the shortness of life
 - to show the connection between religion and church
 - to reinforce the innocence and beauty of nature
 - to show the connection between nature and power
- Based on the information in the selection, which of the following relationships is *most* similar to the relationship below?
clenched : hand
 - curved : branch
 - nodding : head
 - sunny : spring
 - wet : rain
- Which statement *best* summarizes the theme of the selection?
 - Be sure to experience nature after a rainstorm.
 - Enjoy the beauties of the spring as if it were your last.
 - The earth smells fresh after a rain.
 - Sometimes trees look like young girls at church.
- According to the selection, what worry does the speaker express in the last stanza?