Name: Date:

1: Here is a sample editing task for Grade 7.

Before completing the editing task, students will be guided through a similar practice editing task to make sure that they understand how to complete this part of the test. For the practice task, the students will be given time to find the errors in the paragraph. The teacher will then go through the paragraph line by line with the class to make sure that the students have identified all the errors. The students will then complete the actual editing task independently.

Below is a sample of both the practice task and the editing task.

Practice Task

There are some mistakes in this paragraph. Let's correct them together.

I like to go to the movies on weekends. I try to get to the theater early so I could buy snacks. My favoritest movies are comedies. They are fun to watch with friends because they make you laugh we are going to see a new movie this Saturday.

Editing Task

Here is a report a student wrote. There are some mistakes in the paragraph. Some sentences may have more than one mistake, and other sentences may contain no mistakes at all. There are no mistakes in spelling.

Read the paragraph and find the mistakes. Draw a line through each mistake in the paragraph. Then write the correction above it.

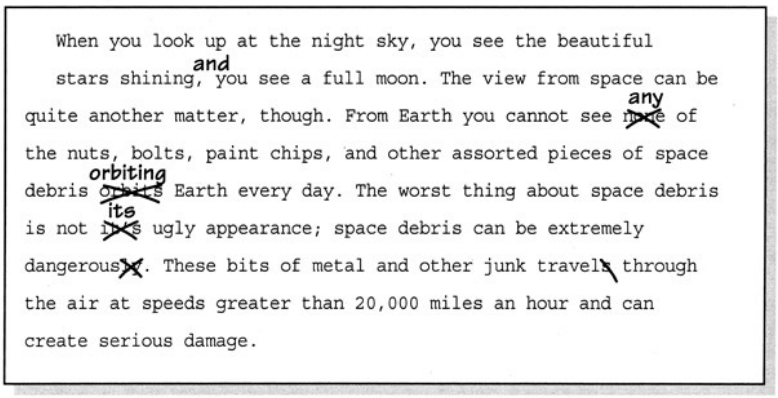
When you look up at the night sky, you see the beautiful stars shining, you see a full moon. The view from space can be quite another matter, though. From Earth you cannot see none of the nuts, bolts, paint chips, and other assorted pieces of space debris orbits Earth every day. The worst thing about space debris is not it's ugly appearance; space debris can be extremely dangerously. These bits of metal and other junk travels through the air at speeds greater than 20,000 miles an hour and can create serious damage.

Point Value:
3
Scoring Guide:

Practice task corrections:

- Sentence 2: The word "could" should be changed to "can."
- Sentence 3: The word "favoritest" should be changed to "favorite."
- Sentence 4: A period should be placed after the word "laugh," and the next word ("we") should be capitalized to correct the run-on sentence.

Exemplary response:



Score points:

Apply the 3-point editing task rubric for Grades 5 and 7.

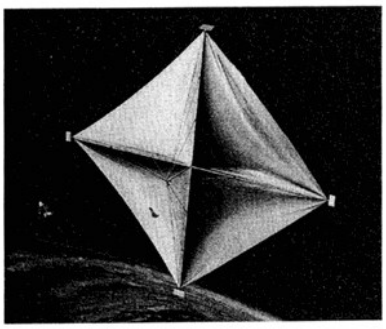
Standard(s): 1.1.7.D, 1.2.5.A, 1.2.5.B, 1.2.5.D, 1.2.5.E, 1.2.6.A, 1.2.6.B, 1.2.6.D, 1.2.6.E, 1.2.7.A, 1.2.7.B, 1.2.7.D, 1.2.7.E, 1.8.5.A, 1.8.5.B, 1.8.6.A, 1.8.6.B, 1.8.7.A, 1.8.7.B, 1.9.5.A, 1.9.5.B, 1.9.6.A, 1.9.6.B, 1.9.7.A, 1.9.7.B, 1.9.8.A, R4.A.1.5.1, R4.A.2.5.1, R5.A.1.3.1, R5.A.1.3.2, R5.A.2.3.1, R5.A.2.3.2, R5.B.1.2.1, R5.B.3.1.1, R5.B.3.3.1, R5.B.3.3.2, R5.B.3.3.3, R5.B.3.3.4, R6.A.1.3.1, R6.A.1.3.2, R6.A.2.3.1, R6.A.2.3.2, R6.B.1.2.1, R6.B.3.1.1, R6.B.3.3.1, R6.B.3.3.2, R6.B.3.3.3, R6.B.3.3.4, R7.A.1.3.1, R7.A.1.3.2, R7.A.1.4.1, R7.A.2.3.1, R7.A.2.3.2, R7.A.2.4.1, R7.B.1.2.1, R7.B.3.1.1, R7.B.3.3.1, R7.B.3.3.2, R7.B.3.3.3, R7.B.3.3.4, CC.1.2.5.A, CC.1.2.5.B, CC.1.2.5.C, CC.1.2.5.D, CC.1.2.5.E, CC.1.2.5.G, CC.1.2.5.H, CC.1.2.5.I, CC.1.2.5.J, CC.1.3.4.D, CC.1.3.5.A, CC.1.3.5.D, CC.1.3.5.J, CC.1.4.5.U, CC.1.4.5.V, CC.1.5.5.E, CC.1.2.6.B, CC.1.2.6.D, CC.1.2.6.E, CC.1.2.6.G, CC.1.2.7.A, CC.1.2.7.B, CC.1.2.7.E, CC.1.3.6.D, CC.1.3.6.E, CC.1.3.6.J, CC.1.3.6.K, CC.1.3.7.A, CC.1.3.7.D, CC.1.3.7.E, CC.1.3.7.H, CC.1.3.7.K, CC.1.3.8.D, CC.1.4.6.U, CC.1.4.6.V, CC.1.4.7.U, CC.1.4.7.V, CC.1.4.8.U, CC.1.5.6.E, CC.1.5.7.C, CC.1.5.7.E, CC.1.5.8.E

The following selection is an article about Ulyana Horodyskyj's science fair project. Read the article. Then answer the following questions.

TEEN SCIENTIST SOARING

Imagine presenting *your* science fair project to an audience of over 100 veteran rocket scientists, listening intently to hear what you had to say. With noticeable confidence, that's what 14-year-old Ulyana Horodyskyj did last summer before members of the Advanced Propulsion Research Workshop at the Jet Propulsion Laboratory (JPL) in Pasadena, CA. The project? Her discovery that plus or minus 35.26 degrees is the ideal tilt angle required to achieve maximum thrust by a solar sail.

solar sail = a huge, lightweight sail powered by sunlight



"The conference wasn't intimidating at all, just a little nerve-wracking," said Horodyskyj, then a ninth-grader from North Royalton, OH. "This hasn't sunk in yet. It's all a little overwhelming."

And understandably so. Overnight, Horodyskyj joined the ranks of propulsion research scientists for her work with solar sails. Additionally, the school science project earned her the right to represent the United States at the national Youth Science Forum in London, placed her first in several science fairs, and won her $20,000 in scholarships.

Through computer simulations using Newton's laws of motion, Kepler's laws of orbital motion, and the method of Euler,[1] Horodyskyj demonstrated her technique for estimating the trajectory of a solar sail, noting how forces of gravity and sunlight influence the sail's propulsion. She concluded her presentation with a look at solar sails' ability to hover continuously over planet poles and function without fuel.

trajectory = path

Though the project started out small, it grew and attracted the support of two older brothers, her father, and various scientists. Robert L. Forward, vice president and chief scientist at Tethers Unlimited, Inc., a JPL contractor, answered many of Horodyskyj's questions. "Her research report showed trial and error," Forward said. "One could see that she was actually learning during the process. This project has clearly helped her experience discovery."

Apparently, the end of the discovery period is nowhere in sight. Horodyskyj plans to continue working on solar sails, broadening her horizons to discover more about the effects of different shapes and various steering mechanisms.

[1]**Euler:** Newton, Kepler, and Euler were well-known scientists.

Point Value:
--Please Select--

2: Standard(s): 1.2.6.A, 1.2.7.A, R6.A.1.3.1, R6.A.1.3.2, R6.B.3.3.1, R6.B.3.3.2, R6.B.3.3.3, R6.B.3.3.4, R7.A.1.3.1, R7.A.1.3.2, R7.B.3.3.1, R7.B.3.3.2, R7.B.3.3.3, R7.B.3.3.4, CC.1.3.4.D, CC.1.2.6.D, CC.1.3.6.D, CC.1.3.6.E, CC.1.3.7.D, CC.1.3.8.D

Ulyana Horodyskyj says the conference was not intimidating. The word *intimidating* means about the same as

A boring
B frightening
C exciting
D tiring

Answer:
B
Point Value:
1

3: Standard(s): 1.2.6.A, 1.2.7.A, R6.A.1.3.1, R6.A.1.3.2, R6.B.3.3.1, R6.B.3.3.2, R6.B.3.3.3, R6.B.3.3.4, R7.A.1.3.1, R7.A.1.3.2, R7.B.3.3.1, R7.B.3.3.2, R7.B.3.3.3, R7.B.3.3.4, CC.1.3.4.D, CC.1.2.6.D, CC.1.3.6.D, CC.1.3.6.E, CC.1.3.7.D, CC.1.3.8.D

The author captures the readers' interest at the beginning of the article by

F suggesting that readers put themselves in Horodyskyj's place
G explaining the details of Horodyskyj's science fair project
H describing the purpose of the conference
J providing readers with background information about solar sails

Answer:
F
Point Value:
1

4: This article is mainly about

A a student who wanted to become famous
B the procedure used in estimating the trajectory of a solar sail
C a student who received international attention for her science fair project
D the process for completing a complex science fair project

Answer:
C
Point Value:
1

5: Which phrase best describes how Ulyana Horodyskyj felt when she presented her science fair project to the members of the Advanced Propulsion Research Workshop?

F nervous, but confident
G happy, but cautious
H curious, but unsure
J reluctant, but brave

Answer:
F
Point Value:
1

Standard(s): 1.2.5.A, 1.2.6.A, 1.2.6.B, 1.2.6.C, 1.2.7.A, 1.2.7.B, 1.2.7.C, 1.3.3.D, 1.3.4.D, 1.3.5.C, 1.3.5.D, 1.3.6.C, 1.3.6.D, 1.3.7.C, 1.3.7.D, 1.8.5.A, 1.8.6.A, 1.8.7.A, 1.9.5.B, 1.9.6.B, 1.9.7.B, 1.2.8.A, 1.3.8.D, R3.B.2.1.1, R4.B.2.1.1, R4.B.2.1.2, R4.B.2.1.3, R5.A.1.3.1, R5.A.1.3.2, R5.B.1.1.1, R5.B.2.1.1, R5.B.2.1.2, R5.B.2.1.3, R5.B.2.1.4, R5.B.3.3.1, R5.B.3.3.2, R5.B.3.3.3, R5.B.3.3.4, R6.A.1.3.1, R6.A.1.3.2, R6.B.1.1.1, R6.B.2.1.1, R6.B.2.1.2, R6.B.2.1.3, R6.B.2.1.4, R6.B.3.1.1, R6.B.3.2.1, R6.B.3.2.2, R6.B.3.3.1, R6.B.3.3.2, R6.B.3.3.3, R6.B.3.3.4, R7.A.1.3.1, R7.A.1.3.2, R7.B.1.1.1, R7.B.2.1.1, R7.B.2.1.2, R7.B.3.1.1, R7.B.3.2.1, R7.B.3.3.1, R7.B.3.3.2, R7.B.3.3.3, R7.B.3.3.4, R8.A.1.3.1, R8.A.1.3.2, R8.B.2.1.1, R8.B.2.1.2, R8.B.3.3.1, R8.B.3.3.2, R8.B.3.3.3, R8.B.3.3.4, CC.1.2.5.H, CC.1.3.4.D, CC.1.3.5.B, CC.1.3.5.C, CC.1.3.5.G, CC.1.3.5.H, CC.1.2.6.C, CC.1.2.6.D, CC.1.2.7.C, CC.1.2.8.A, CC.1.2.8.D, CC.1.2.8.E, CC.1.3.6.B, CC.1.3.6.D, CC.1.3.6.E, CC.1.3.6.H, CC.1.3.7.C, CC.1.3.7.D, CC.1.3.8.C, CC.1.3.8.B, CC.1.3.8.D

Read this poem about the Everglades. Then answer the following questions.

About the Everglades. The Everglades is actually a marsh in southern Florida. In this poem the poet refers to it as a river because its waters flow slowly in a southerly direction.

A large portion of the Everglades was drained for agricultural purposes and other developments, but some 2,350 square miles have been preserved as Everglades National Park.

Some Rivers

by Frank Asch

Some rivers rush to the sea.
They push and tumble and fall.
But the Everglades is a river
with no hurry in her at all.
Soaking the cypress
that grows so tall;
nursing a frog,
so quiet and small;
she flows but a mile
in the course of a day,
with plenty of time
to think on the way.

But how can she cope
with the acres of corn
and sorrowful cities that drain her?
With hunters and tourists and levees
that chain and stain and pain her?
Does the half of her that's left
think only of the past?
Or does she think of her future
and how long it will last?
Some rivers rush to the sea.
They push and tumble and fall.
But the Everglades is a river
with no hurry in her at all.

cypress = a type of evergreen tree native to warm climates

levee = an embankment raised to prevent a river from overflowing

Point Value:
--Please Select--

6: Standard(s): 1.2.6.C, 1.2.7.C, R6.B.3.1.1, R6.B.3.2.1, R6.B.3.2.2, R7.B.3.1.1, R7.B.3.2.1

The purpose of the poem is to

A persuade the reader to care about the Everglades

B remind the reader of the history of the Everglades

C propose a solution to rebuild the Everglades

D show the Everglades is just like other rivers

Answer:
A
Point Value:
1

7: Standard(s): 1.3.6.C, 1.3.6.D, 1.3.7.C, 1.3.7.D, 1.3.8.D, R6.B.1.1.1, R6.B.2.1.1, R6.B.2.1.2, R6.B.2.1.3, R6.B.2.1.4, R7.B.1.1.1, R7.B.2.1.1, R7.B.2.1.2, R8.B.2.1.1, R8.B.2.1.2, CC.1.2.6.C, CC.1.2.7.C, CC.1.3.6.B, CC.1.3.6.H, CC.1.3.7.C, CC.1.3.8.C

How does the poet connect the beginning of the poem to the end?

F repetition
G rhyme
H simile
J symbolism

Answer:
F
Point Value:
1

8: Standard(s): 1.3.6.C, 1.3.6.D, 1.3.7.C, 1.3.7.D, 1.3.8.D, R6.B.1.1.1, R6.B.2.1.1, R6.B.2.1.2, R6.B.2.1.3, R6.B.2.1.4, R7.B.1.1.1, R7.B.2.1.1, R7.B.2.1.2, R8.B.2.1.1, R8.B.2.1.2, CC.1.2.6.C, CC.1.2.7.C, CC.1.3.6.B, CC.1.3.6.H, CC.1.3.7.C, CC.1.3.8.C

Which word best describes the tone of the poem?

A angry
B enthusiastic
C impatient
D mournful

Answer:
D
Point Value:
1

9: Standard(s): 1.3.6.C, 1.3.6.D, 1.3.7.C, 1.3.7.D, 1.3.8.D, R6.B.1.1.1, R6.B.2.1.1, R6.B.2.1.2, R6.B.2.1.3, R6.B.2.1.4, R7.B.1.1.1, R7.B.2.1.1, R7.B.2.1.2, R8.B.2.1.1, R8.B.2.1.2, CC.1.2.6.C, CC.1.2.7.C, CC.1.3.6.B, CC.1.3.6.H, CC.1.3.7.C, CC.1.3.8.C

When the poet says in line 18 "the half of her that's left," he means that

F the Everglades moves very slowly and some parts are left behind
G parts of the Everglades have been drained and used for other purposes
H the Everglades will probably last for a long time
J parts of the Everglades have already reached the sea

Answer:
G
Point Value:
1

10: Standard(s): 1.2.6.A, 1.2.6.B, 1.2.7.A, 1.2.7.B, 1.8.6.A, 1.8.7.A, 1.9.6.B, 1.9.7.B, 1.2.8.A, R6.A.1.3.1, R6.A.1.3.2, R6.B.3.1.1, R6.B.3.3.1, R6.B.3.3.2, R6.B.3.3.3, R6.B.3.3.4, R7.A.1.3.1, R7.A.1.3.2, R7.B.3.1.1, R7.B.3.3.1, R7.B.3.3.2, R7.B.3.3.3, R7.B.3.3.4, R8.A.1.3.1, R8.A.1.3.2, R8.B.3.3.1, R8.B.3.3.2, R8.B.3.3.3, R8.B.3.3.4, CC.1.3.4.D, CC.1.2.6.D, CC.1.2.8.A, CC.1.2.8.D, CC.1.2.8.E, CC.1.3.6.D, CC.1.3.6.E, CC.1.3.7.D, CC.1.3.8.B, CC.1.3.8.D

The poem attempts to appeal to the reader's feelings by

A describing rivers that "rush to the sea"

B describing rivers that "push and tumble and fall"

C listing the river's benefits, such as "soaking the cypress"

D listing things that "chain and stain and pain" the river

Answer:
D
Point Value:
1

Standard(s): 1.1.7.D, 1.2.5.A, 1.2.5.B, 1.2.5.D, 1.2.5.E, 1.2.6.A, 1.2.6.B, 1.2.6.D, 1.2.6.E, 1.2.7.A, 1.2.7.B, 1.2.7.D, 1.2.7.E, 1.8.5.A, 1.8.5.B, 1.8.6.A, 1.8.6.B, 1.8.7.A, 1.8.7.B, 1.9.5.A, 1.9.5.B, 1.9.6.A, 1.9.6.B, 1.9.7.A, 1.9.7.B, 1.2.8.A, 1.9.8.A, R4.A.1.5.1, R4.A.2.5.1, R5.A.1.3.1, R5.A.1.3.2, R5.A.2.3.1, R5.A.2.3.2, R5.B.1.2.1, R5.B.3.1.1, R5.B.3.3.1, R5.B.3.3.2, R5.B.3.3.3, R5.B.3.3.4, R6.A.1.3.1, R6.A.1.3.2, R6.A.2.3.1, R6.A.2.3.2, R6.B.1.2.1, R6.B.3.1.1, R6.B.3.3.1, R6.B.3.3.2, R6.B.3.3.3, R6.B.3.3.4, R7.A.1.3.1, R7.A.1.3.2, R7.A.1.4.1, R7.A.2.3.1, R7.A.2.3.2, R7.A.2.4.1, R7.B.1.2.1, R7.B.3.1.1, R7.B.3.3.1, R7.B.3.3.2, R7.B.3.3.3, R7.B.3.3.4, R8.A.1.3.1, R8.A.1.3.2, R8.B.3.3.1, R8.B.3.3.2, R8.B.3.3.3, R8.B.3.3.4, CC.1.2.5.A, CC.1.2.5.B, CC.1.2.5.C, CC.1.2.5.D, CC.1.2.5.E, CC.1.2.5.G, CC.1.2.5.H, CC.1.2.5.I, CC.1.2.5.J, CC.1.3.4.D, CC.1.3.5.A, CC.1.3.5.D, CC.1.3.5.J, CC.1.4.5.U, CC.1.4.5.V, CC.1.5.5.E, CC.1.2.6.B, CC.1.2.6.D, CC.1.2.6.E, CC.1.2.6.G, CC.1.2.7.A, CC.1.2.7.B, CC.1.2.7.E, CC.1.2.8.A, CC.1.2.8.D, CC.1.2.8.E, CC.1.3.6.D, CC.1.3.6.E, CC.1.3.6.J, CC.1.3.6.K, CC.1.3.7.A, CC.1.3.7.D, CC.1.3.7.E, CC.1.3.7.H, CC.1.3.7.K, CC.1.3.8.B, CC.1.3.8.D, CC.1.4.6.U, CC.1.4.6.V, CC.1.4.7.U, CC.1.4.7.V, CC.1.4.8.U, CC.1.5.6.E, CC.1.5.7.C, CC.1.5.7.E, CC.1.5.8.E

Read this article about Roberto Clemente. Then answer the following questions.

Roberto Clemente

On April 7, 1999, the city of Pittsburgh renamed the bridge that connects the downtown to the North Side, spanning the Allegheny River. Once known as the Sixth Street Bridge, it is now called the Roberto Clemente Bridge. The bridge, originally constructed in 1928, will provide baseball fans with a walkway on game days, as well as a direct entryway into the stadium.

It is easy to imagine why the city of Pittsburgh would name a bridge after Clemente. Roberto Clemente was a star player for the Pittsburgh Pirates for 18 years. Bridges, airports, and highways are often named for famous people, although more often for presidents, governors, and other people who have been of public service. But Clemente was more than just a good athlete. He was also a humanitarian who once said, "Anytime you have an opportunity to make things better and you don't, then you are wasting your time on this Earth."

humanitarian = someone who works to help other people

Roberto Clemente was born in Barrio San Anton in Carolina, Puerto Rico, on August 18, 1934. By the time Clemente got to high school, his family and friends expected that he would go on to play professional baseball. When Clemente was barely 17, he played in the Puerto Rican Winter League and attracted the attention of scouts for the major league teams in the U.S. The rest, as they say, is history—National League Batting Champion four times, twelve Gold Gloves, National League Most Valuable Player (MVP) in 1966, and MVP in the 1971 World Series.

Clemente was determined to excel not only for himself, but also to support others of Hispanic background. But today, he is perhaps best remembered for his last effort. In December of 1972, the city of Managua, the capital of Nicaragua, suffered a massive earthquake. Within minutes the whole city was shut down. Power went off; water pipes were broken. Large cracks developed in apartment buildings and the tiled roofs of houses caved in. The city of 400,000 people (one-fifth of the population of Nicaragua) was now a city where 400,000 people were without food, water, and, in some cases, shelter.

Clemente enlisted in the relief efforts and headed the relief mission from San Juan, Puerto Rico. Determined to get supplies to Managua as soon as possible, he decided to join one flight himself, to ensure that help for the earthquake victims arrived as quickly as possible. Unfortunately, the weather was bad and the plane was small. The plane crashed into the Caribbean Sea and all aboard perished.

Even after his death, Clemente's generosity lives on. In 1993, his family founded the Roberto Clemente Foundation. This foundation works with the youth of Pittsburgh, providing them with recreational programs and opportunities for further education, while, at the same time, teaching them that community service is something everyone can do and from which everyone benefits.

Point Value:
--Please Select--

11: **Which excerpt from the passage expresses the author's opinion rather than a fact?**

A "It is easy to imagine why the city of Pittsburgh would name a bridge after Clemente."

B "Bridges, airports, and highways are often named for famous people, although more often for presidents, governors, and other people who have been of public service."

C "Within minutes the whole city was shut down."

D "Clemente enlisted in the relief efforts and headed the relief mission from San Juan, Puerto Rico."

Answer:
A
Point Value:
1

12: According to the article, why was the Roberto Clemente Foundation established?

F to assist the victims of the terrible Nicaraguan earthquake
G to bring the benefits of recreation to the poor in Puerto Rico
H to benefit the young people of Pittsburgh
J to support others of Hispanic background

Answer:
H
Point Value:
1

13: According to the author, the most likely reason for renaming Pittsburgh's Sixth Street Bridge after Roberto Clemente is that Clemente

A was a four-time National League Batting Champion
B led the Pittsburgh Pirates to the World Series in 1971
C often walked across the bridge on his way to the ballpark
D always looked for ways to improve the world around him

Answer:
D
Point Value:
1

14: If you were writing a report on the effect of the earthquake on the people living in Managua, which fact from the passage provides the least useful information?

F In 1972, Managua was a capital city with 400,000 inhabitants.
G All Managuans were affected by the 1972 earthquake.
H Most Nicaraguans lived outside Managua in 1972.
J Puerto Rico sent aid to Managua after the 1972 earthquake.

Answer:
H
Point Value:
1

Standard(s): 1.1.7.D, 1.2.5.A, 1.2.5.B, 1.2.5.D, 1.2.5.E, 1.2.6.A, 1.2.6.B, 1.2.6.D, 1.2.6.E, 1.2.7.A, 1.2.7.B, 1.2.7.D, 1.2.7.E, 1.8.5.A, 1.8.5.B, 1.8.6.A, 1.8.6.B, 1.8.7.A, 1.8.7.B, 1.9.5.A, 1.9.5.B, 1.9.6.A, 1.9.6.B, 1.9.7.A, 1.9.7.B, 1.2.8.A, 1.9.8.A, R4.A.1.5.1, R4.A.2.5.1, R5.A.1.3.1, R5.A.1.3.2, R5.A.2.3.1, R5.A.2.3.2, R5.B.1.2.1, R5.B.3.1.1, R5.B.3.3.1, R5.B.3.3.2, R5.B.3.3.3, R5.B.3.3.4, R6.A.1.3.1, R6.A.1.3.2, R6.A.2.3.1, R6.A.2.3.2, R6.B.1.2.1, R6.B.3.1.1, R6.B.3.3.1, R6.B.3.3.2, R6.B.3.3.3, R6.B.3.3.4, R7.A.1.3.1, R7.A.1.3.2, R7.A.1.4.1, R7.A.2.3.1, R7.A.2.3.2, R7.A.2.4.1, R7.B.1.2.1, R7.B.3.1.1, R7.B.3.3.1, R7.B.3.3.2, R7.B.3.3.3, R7.B.3.3.4, R8.A.1.3.1, R8.A.1.3.2, R8.B.3.3.1, R8.B.3.3.2, R8.B.3.3.3, R8.B.3.3.4, CC.1.2.5.A, CC.1.2.5.B, CC.1.2.5.C, CC.1.2.5.D, CC.1.2.5.E, CC.1.2.5.G, CC.1.2.5.H, CC.1.2.5.I, CC.1.2.5.J, CC.1.3.4.D, CC.1.3.5.A, CC.1.3.5.D, CC.1.3.5.J, CC.1.4.5.U, CC.1.4.5.V, CC.1.5.5.E, CC.1.2.6.B, CC.1.2.6.D, CC.1.2.6.E, CC.1.2.6.G, CC.1.2.7.A, CC.1.2.7.B, CC.1.2.7.E, CC.1.2.8.A, CC.1.2.8.D, CC.1.2.8.E, CC.1.3.6.D, CC.1.3.6.E, CC.1.3.6.J, CC.1.3.6.K, CC.1.3.7.A, CC.1.3.7.D, CC.1.3.7.E, CC.1.3.7.H, CC.1.3.7.K, CC.1.3.8.B, CC.1.3.8.D, CC.1.4.6.U, CC.1.4.6.V, CC.1.4.7.U, CC.1.4.7.V, CC.1.4.8.U, CC.1.5.6.E, CC.1.5.7.C, CC.1.5.7.E, CC.1.5.8.E

Read this article from National Geographic.com about the rediscovery of the Cape lion. Then answer the following questions.

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Has Rare Lion of Africa's Cape Eluded Extinction?

Ron Irwin
for National Geographic News
July 26, 2001

For 30 years, South African John Spence searched for descendants of the Cape lion, which was thought to be extinct in the region since the 1850s. His search ended a year ago when he received pictures of a magnificent black-maned lion at the Novosibrisk Zoo in Central Siberia.

As a young man, Spence had read about such lions roaming the slopes of Table Mountain and Signal Hill in what is now the modern city of Cape Town. His imagination was fired by stories of massive lions attempting to scale the walls of the 17th-century Dutch castle that was built by Commander Jan van Riebeeck, the city's founder.

Spence, now the director and a trustee of Cape Town's Tygerberg Zoo, avidly read van Riebeeck's journals, which described the lions' night attacks on local people and their flocks.

By two centuries later, the ferocious Cape lion had been wiped out—at least in part a matter of self-defense, Spence noted.

Spence came to believe that some Cape lions might have survived outside of South Africa.

"I [was] sure that some of the cubs of the Cape lion were taken to Europe, where they bred with European lions," he said. "Some of them [might have] carried the original genes, and many of these captive European lions also had the black mane."

Lifelong Search

For three decades, Spence searched the world for the "King of the Cape." He visited zoos and circuses in places as far away as the United States and Singapore to inspect animals that bore a resemblance to the Cape lion.

He met with frustration after frustration. He found many lions that were close matches to the Cape lion, but none that looked exactly like the sturdy, massive animals he had read much about.

http://news.nationalgeographic.com/news/2001/07/0726_capelion.html

But his determination never waned. He knew, he said, that "it had to happen sooner or later . . . there had to be a lion that had a mess of these genes in them from somewhere or other."

In January of 2000, friends in Europe sent Spence a picture of a unique lion they had seen in the world-renowned Novosibrisk Zoo in Siberia.

With its jet black mane, wide face, sturdy legs, and large size, the lion—called Simon—looked exactly like a living reproduction of the animals that Spence had seen only in paintings, and in his dreams.

Spence said that when he saw the photograph, "every hair on my body stood upright, including [on] my neck and my back!"

New and Warmer Home

After contacting the zoo in Siberia, Spence arranged to take Simon's cubs, Rustislav and Olga (named after the Novosibrisk Zoo curator and his wife) back with him to Africa. They are the first Cape lion look-alikes to inhabit the Cape shores in a century and a half.

The journey home was an adventure in itself. Spence and his wife flew back to Cape Town on Siberia Air, with the cubs in a small traveling crate on the seat beside them. Passengers soon surrounded the couple, curious about the animals, who responded with a few snarls.

The two lions now live in their own pen in the Tygerberg Zoo. They spend their days sleeping in the sun on their own specially made platform.

Spence thinks the warmth of Africa is probably a welcome change for the animals, which were accustomed to Siberian winter temperatures that drop to minus 40 degrees Celsius (-40°F).

The cubs are already much larger than the full-grown lions in other parts of the zoo. They also bear the unmistakable markings of a juvenile Cape lion. "They've got a large number of spots on them, which will obviously fade as they get older, but they were really spotted when we brought them home . . . and black behind the ears," Spence explained.

Spence hopes to eventually use Rustislav and Olga to replenish the Cape lion stock. He also may build them a larger lion reserve, closer to Table Mountain, where their ancestors once roamed.

With a glint in his eye, Spence said it has occurred to him to release the lions onto the mountain. But, he added, "I should think there'd be some complaints from the neighbors if I turned them loose."

Point Value:

--Please Select--

15: This article is mostly about a man's

A responsibilities as director of a large and famous zoo
B search for descendants of a species thought to be extinct
C efforts to gather information about endangered lions around the world
D dream of bringing back an extinct species using new genetic technology

Answer:
B
Point Value:
1

16: In paragraph 3, the article says that Spence "avidly read van Riebeeck's journals." In the context of the article, the word *avidly* means

F eagerly
G easily
H quietly
J slowly

Answer:
F
Point Value:
1

17: Spence says that when he first saw a picture of the Cape lion,

every hair on my body stood upright . . . !

Spence is suggesting that he is

A afraid
B angered
C relieved
D thrilled

Answer:
D
Point Value:
1

18: Which phrase most likely describes Simon's genetic traits?

F part Cape lion and part European lion, with strong Cape lion features
G part Cape lion and part European lion, with strong European lion features
H one hundred percent European lion, with a resemblance to the Cape lion
J one hundred percent Cape lion, with the same basic traits as his seventeenth-century ancestors

Answer:
F
Point Value:
1

19: **The author most likely wrote this article in order to**

A persuade the reader that the Cape lion is not extinct
B inform the reader about John Spence and his life's search
C draw attention to the problems of endangered species in Africa
D suggest that wild lions might be reintroduced to Cape Town

Answer:
B
Point Value:
1

20: **The list of links in the box titled "More News" next to the article is there to**

F provide key words for further research on the Cape lion
G show where to find additional information about the Cape lion
H organize the subheadings on the Cape lion in alphabetical order
J inform the reader of other news stories available on the Web site

Answer:
J
Point Value:
1

21: **According to the article, which statement best shows Spence's determination?**

A He believed the Cape lion still existed.
B His search for the Cape lion took three decades.
C He wanted to build a lion reserve for the Cape lion.
D His imagination was fired by stories about the Cape lion.

Answer:
B
Point Value:
1

22: **Spence eventually found a lion resembling the Cape lion**

F on the outskirts of Cape Town
G while visiting friends in Europe
H in a photograph from a zoo in Siberia
J on a trip to inspect animals in Singapore

Answer:
H
Point Value:
1