

# Tennessee Comprehensive Assessment Program

# TCAP

## English Language Arts Grade 7 Test Practice





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## Metadata—English

### Passage

Grade	Passage Title	Lexile Level	Word Count
7	"The Power of Hello"	730L	493
7	"Inviting the World To Dinner"	940L	499
7	from "Rikki-Tikki-Tavi"	970L	913
7	from "How a Flamingo Balances on One Leg"	980L	746
7	New Light From Green Corn	1000L	412
7	The Green Corn Dance	N/A	121
7	from Driving Around the USA: Automobiles in American Life	1110L	858
7	Hide-and-Seek	640L	244
7	from The Guest Cat	1170L	1091

### Metadata Definitions

<b>Grade</b>	Grade level or Course.
<b>Passage Title</b>	Title of the passage(s) associated with this item.
<b>Lexile Level</b>	Readability level for passage.
<b>Word Count</b>	Count of words in the passage.

### Items

Page Number	Grade	Item Type	Key	TN Standards
5	7	MC	C	7.L.VAU.4
6	7	MC	D	7.RI.CS.6
7	7	CR	Scored with Writing Rubric	7.W.TTP.1
11	7	MC	B	7.RL.CS.4
12	7	Composite	B`C	7.RL.KID.3
13	7	Composite	C`C	7.RL.KID.2
16	7	MC	B	7.RI.CS.4
17	7	MS	D,E	7.RI.KID.3
18	7	MC	A	7.RI.KID.1
19	7	MC	C	7.RI.CS.5
20	7	MS	B,C	7.RI.KID.2
25	7	MC	D	7.RI.CS.4
26	7	MS	C,E	7.RI.KID.2
27	7	MC	C	7.RL.CS.4
28	7	MC	D	7.RL.CS.5

29	7	MC	B	7.RL.CS.4
30	7	MC	A	7.RL.KID.1
34	7	MC	A	7.L.VAU.4
35	7	Composite	D`B	7.RI.KID.3
36	7	MC	B	7.RI.KID.3
37	7	Composite	C`B,C	7.RI.KID.2
39	7	MC	C	7.L.CSE.1
40	7	MC	C	7.L.CSE.1
41	7	MC	A	7.L.CSE.1
42	7	MC	D	7.L.CSE.2
43	7	MC	B	7.L.CSE.2
47	7	MC	D	7.RL.KID.1
48	7	MC	A	7.RL.KID.3
49	7	MS	D,E	7.RL.KID.1
50	7	MC	A	7.RL.CS.5
51	7	Composite	B`C	7.RL.KID.2

## Metadata Definitions

<b>Grade</b>	Grade level or Course.
<b>Item Type</b>	Indicates the type of item. MC= Multiple Choice, MS = Multiple Select, Composite = MC for Part A, MC or MS for Part B
<b>Key</b>	Correct answer. This may be blank for constructed response items where students write or type their responses.
<b>TN Standards</b>	Primary educational standard assessed.

**Read the passages and answer the questions that follow. Then respond to the writing prompt.**

## **Passage 1**

### **“The Power of Hello”**

by Howard White

- 1 I work at a company where there are about a gazillion employees. I can't say that I know them all by name, but I know my fair share of them. I think that almost all of them know me. I'd say that's the reason I've been able to go wherever it is I've made it to in this world. It's all based on one simple principle: I believe that every single person deserves to be acknowledged, however small or simple the greeting.
- 2 When I was about ten years old, I was walking down the street with my mother. She stopped to speak to Mr. Lee. I was busy trying to bull's-eye the O on the stop sign with a rock. I knew I could see Mr. Lee any old time around the neighborhood, so I didn't pay any attention to him. After we passed Mr. Lee, my mother stopped me and said something that has stuck with me from that day until now.
- 3 She said, "You let that be the last time you ever walk by somebody and not open up your mouth to speak, because even a dog can wag its tail when it passes you on the street." That phrase sounds simple, but it's been a guidepost for me and the foundation of who I am.
- 4 When you write an essay like this, you look in the mirror and see who you are and what makes up your character. I realized mine was cemented that day when I was ten years old. Even then, I started to see that when I spoke to someone, they spoke back. And that felt good.
- 5 It's not just something I believe in; it's become a way of life. I believe that every person deserves to feel someone acknowledge their presence, no matter how humble they may be or even how important.
- 6 At work, I always used to say hello to the founder of the company and ask him how our business was doing. But I also spoke to the people in the café and the people who cleaned the buildings and asked how their children were doing. After a few years of passing by the founder, I had the courage to ask him for a meeting. We had a great talk. At a certain point I asked him how far he thought I could go in his company. He said, "If you want to, you can get all the way to this seat."

- 7 I've become vice president, but that hasn't changed the way I approach people. I still follow my mother's advice. I speak to everyone I see, no matter where I am. I've learned that speaking to people creates a pathway into their world, and it lets them come into mine, too.
- 8 The day you speak to someone who has their head down but lifts it up and smiles, you realize how powerful it is just to open your mouth and say, "Hello."

"The Power of Hello" by Howard White, from *This I Believe: Life Lessons*, edited by Dan Gediman, Mary Jo Gediman and John Gregory. Copyright © 2011, John Wiley & Sons, Inc. Used by permission of the publisher via Copyright Clearance Center.

## Passage 2

### “Inviting the World To Dinner”

by Jim Haynes

- 9        Every week for the past thirty years I have hosted a Sunday dinner in my home in Paris. People, including total strangers, call or e-mail to book a spot. I hold the salon<sup>1</sup> in my atelier,<sup>2</sup> which used to be a sculpture studio. The first fifty or sixty people who call may come — twice that many when the weather is nice and we can overflow into the garden.
- 10        Every Sunday a different friend prepares a feast. Last week it was a philosophy student from Lisbon, and next week a dear friend from London will cook.
- 11        People from all corners of the world come to break bread together, to meet, to talk, to connect, and often to become friends. All ages, nationalities, races, and professions gather here, and since there is no organized seating, the opportunity for mingling couldn't be better. I love the randomness.
- 12        I believe in introducing people to people.
- 13        I have a good memory, so each week I make a point to remember everyone's name on the guest list and where they're from and what they do so I can introduce them to one another, effortlessly. If I had my way, I would introduce everyone in the whole world to one another.
- 14        People are the most important thing in my life. Many travelers go to see things like the Tower of London, the Statue of Liberty, the Eiffel Tower, and so on. I travel to see friends, even — or especially — those I've never met.
- 15        In the late 1980s, I edited a series of guidebooks to nine Eastern European countries and Russia. There were no sights to see, no shops or museum to visit; instead, each book contained about a thousand short biographies of people who would be willing to welcome travelers in their cities. Hundreds of friendships evolved from these encounters, including marriages and babies, too.
- 16        The same can be said of my Sunday salon. At a recent dinner, a six-year-old girl from Bosnia spent the entire evening glued to an eight-year-old boy from Estonia. Their parents were surprised, and pleased, by this immediate friendship.

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<sup>1</sup>**salon:** gathering of people

<sup>2</sup>**atelier:** workshop

- 17        There is always a collection of people from all over the globe. Most of them speak English, at least as a second language. Recently a dinner featured a typical mix: a Dutch political cartoonist, a beautiful painter from Norway, a truck driver from Arizona, a bookseller from Atlanta, a newspaper editor from Sydney, students from all over, and traveling retirees.
- 18        I have long believed that it is unnecessary to understand others, individuals, or nationalities; one must, at the very least, simply tolerate others. Tolerance can lead to respect and, finally, to love. No one can ever really understand anyone else, but you can love them or at least accept them.
- 19        Like Tom Paine, I am a world citizen. All human history is mine. My roots cover the earth.
- 20        I believe we should know each other. After all, our lives are all connected.
- 21        Okay, now come and dine.

“Inviting the World to Dinner” by Jim Haynes, from *This I Believe: Life Lessons*, edited by Dan Gediman, Mary Jo Gediman and John Gregory. Copyright © 2011, John Wiley & Sons, Inc. Used by permission of the publisher via Copyright Clearance Center.



- 00.** What does the phrase “creates a pathway into their world” mean as it is used in paragraph 7?
- A.** allows people to share their goals
  - B.** makes people want to talk about themselves
  - C.** helps people understand others
  - D.** lets people learn about life in a different country

- 00.** What is the author's main purpose for writing passage 2?
- A.** to recommend that people host their own dinner parties
  - B.** to show why people who eat meals together become friends
  - C.** to suggest that the best parties have people from different countries
  - D.** to encourage people to get to know others from various backgrounds

## **00. Writing Prompt**

You have just read two passages in which the authors address how people should treat others. Write an essay arguing which author's approach is more useful as a way to treat others.

Manage your time carefully so that you can

- plan your essay and do some prewriting using your scratch paper.
- write your response to the writing prompt in the space provided.

**Read the passage and answer the questions that follow.**

## **Excerpt from “Rikki-Tikki-Tavi”**

by Rudyard Kipling

- 1 This is the story of the great war that Rikki-tikki-tavi fought single-handed, through the bath-rooms of the big bungalow in Segowlee cantonment.<sup>1</sup> Darzee, the tailor-bird, helped him, and Chuchundra, the musk-rat, who never comes out into the middle of the floor, but always creeps round by the wall, gave him advice; but Rikki-tikki did the real fighting.
- 2 He was a mongoose, rather like a little cat in his fur and his tail, but quite like a weasel in his head and habits. His eyes and the end of his restless nose were pink; he could scratch himself anywhere he pleased, with any leg, front or back, that he chose to use; he could fluff up his tail till it looked like a bottle-brush, and his war-cry, as he scuttled through the long grass, was:  
‘Rikk-tikk-tikki-tikki-tchk!’
- 3 One day, a high summer flood washed him out of the burrow where he lived with his father and mother, and carried him, kicking and clucking, down a roadside ditch. He found a little wisp of grass floating there, and clung to it till he lost his senses. When he revived, he was lying in the hot sun on the middle of a garden path, very draggled indeed, and a small boy was saying: ‘Here’s a dead mongoose. Let’s have a funeral.’
- 4 ‘No,’ said his mother; ‘let’s take him in and dry him. Perhaps he isn’t really dead.’
- 5 They took him into the house, and a big man picked him up between his finger and thumb, and said he was not dead but half choked; so they wrapped him in cotton-wool, and warmed him and he opened his eyes and sneezed.
- 6 ‘Now,’ said the big man (he was an Englishman who had just moved into the bungalow); ‘don’t frighten him and we’ll see what he’ll do.’
- 7 It is the hardest thing in the world to frighten a mongoose, because he is eaten up from nose to tail with curiosity. The motto of all the mongoose family is ‘Run and find out’; and Rikki-tikki was a true mongoose. He looked at the cotton-wool, decided that it was not good to eat, ran all round the table, sat up and put his fur in order, scratched himself, and jumped on the small boy’s shoulder.

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<sup>1</sup>**cantonment:** military station

- 8        'Don't be frightened, Teddy,' said his father. 'That's his way of making friends.'
- 9        'Ouch! He's tickling under my chin,' said Teddy.
- 10       Rikki-tikki looked down between the boy's collar and neck, snuffed at his ear, and climbed down to the floor, where he sat rubbing his nose.
- 11       'Good gracious,' said Teddy's mother, 'and that's a wild creature! I suppose he's so tame because we've been kind to him.'
- 12       'All mongooses are like that,' said her husband. 'If Teddy doesn't pick him up by the tail, or try to put him in a cage, he'll run in and out of the house all day long. Let's give him something to eat.'
- 13       They gave him a little piece of raw meat. Rikki-tikki liked it immensely, and when it was finished he went out into the verandah and sat in the sunshine and fluffed up his fur to make it dry to the roots. Then he felt better.
- 14       'There are more things to find out about in this house,' he said to himself, 'than all my family could find out in all their lives. I shall certainly stay and find out.'
- 15       He spent all that day roaming over the house. He nearly drowned himself in the bath tubs, put his nose into the ink on a writing-table . . . for he climbed up in the big man's lap to see how writing was done. At nightfall he ran into Teddy's nursery to watch how the kerosene-lamps were lighted, and when Teddy went to bed Rikki-tikki climbed up too; but he was a restless companion, because he had to get up and attend to every noise all through the night, and find out what made it. Teddy's mother and father came in, the last thing, to look at their boy, and Rikki-tikki was awake on the pillow. 'I don't like that,' said Teddy's mother; 'he may bite the child.' 'He'll do no such thing,' said the father. 'Teddy's safer with that little beast than if he had a bloodhound to watch him. If a snake came into the nursery now —'
- 16       But Teddy's mother wouldn't think of anything so awful.
- 17       Early in the morning Rikki-tikki came to early breakfast in the verandah riding on Teddy's shoulder, and they gave him banana and some boiled egg; and he sat on all their laps one after the other, because every well-brought-up mongoose always hopes to be a house-mongoose some day and have rooms to run about in, and Rikki-tikki's mother (she used to live in the General's house at Segowlee) had carefully told Rikki what to do. . . .
- 18       Then Rikki-tikki went out into the garden to see what was to be seen. It was a large garden, only half cultivated, with bushes as big as summer-houses of Marshal Niel roses, lime and orange trees, clumps of bamboos, and thickets of

high grass. Rikki-tikki licked his lips. 'This is a splendid hunting-ground,' he said, and his tail grew bottle-brushy at the thought of it, and he scuttled up and down the garden, snuffing here and there.

From THE JUNGLE BOOK by Rudyard Kipling—Public Domain

**00.** What does the phrase “lost his senses” mean in paragraph 3?

- A.** forgot
- B.** fainted
- C.** slept
- D.** slipped

- 00.** The following item has two parts. Answer Part A and then answer Part B.

**Part A**

How does the bungalow setting **most** influence Rikki-tikki's behavior in the passage?

- A.** It encourages him to feel protective of the boy.
- B.** It excites his interest in exploration.
- C.** It allows him to feel safe and calm.
- D.** It challenges his natural abilities.

**Part B**

Which quotation from the passage supports the correct answer to Part A?

- A.** "so they wrapped him in cotton-wool, and warmed him and he opened his eyes and sneezed." (paragraph 5)
- B.** "'If Teddy doesn't pick him up by the tail, or try to put him in a cage, he'll run in and out of the house all day long.'" (paragraph 12)
- C.** "'There are more things to find out about in this house,' he said to himself, 'than all my family could find out in all their lives.'" (paragraph 14)
- D.** "Rikki-tikki's mother (she used to live in the General's house at Segowlee) had carefully told Rikki what to do" (paragraph 17)



- 00.** The following item has two parts. Answer Part A and then answer Part B.

**Part A**

Which sentence states a theme **best** developed in the passage?

- A.** Courage often overcomes serious threats.
- B.** Generosity may be mistaken for approval.
- C.** Curiosity may lead to new adventures.
- D.** Parents often worry about their children.

**Part B**

Which quotation from the passage supports the correct answer to Part A?

- A.** “‘No,’ said his mother; ‘let’s take him in and dry him.’” (paragraph 4)
- B.** “It is the hardest thing in the world to frighten a mongoose” (paragraph 7)
- C.** “The motto of all the mongoose family is ‘Run and find out’” (paragraph 7)
- D.** “‘Don’t be frightened, Teddy,’ said his father.” (paragraph 8)

**Read the passage and answer the questions that follow.**

## **Excerpt from “How a Flamingo Balances on One Leg”**

by Susan Milius

- 1        Why do flamingos stand on one leg? Flamingo researchers get asked this question all the time. But why flamingos ever bother standing on two may be the bigger puzzle, new research suggests.
- 2        Flamingos have balance aids built into their bodies, the new study finds. That lets them stand on one leg with little muscle effort. The stance is so stable that a bird sways less (to stay upright) when it appears to be dozing than when it's awake.
- 3        “Most of us aren't aware that we're moving around all the time,” says Lena Ting of Emory University in Atlanta, Ga. Just to keep our bodies standing up, we have to sense our position constantly and use our muscles to correct wobbles. Ting studies this movement, called postural sway, in people and other creatures.
- 4        Even standing robots “are expending quite a bit of energy,” Ting says. Flamingos look relaxed when they stand. But they might be working hard to stay upright too, she points out, since limiting sway isn't always easy to see.
- 5        Ting and Young-Hui Chang of the Georgia Institute of Technology (also in Atlanta) tested balance in Chilean flamingos. These animals reside at Zoo Atlanta. Zookeepers there coaxed fluffy young birds onto a platform. It was attached to an instrument that measured how much the birds swayed. The researchers especially wanted to study birds sleeping on one leg. So the zoo let the scientists visit after feeding time. That way they might catch young birds ready to nap. “Patience,” Ting says, was key to her team's success.
- 6        As a bird stood on one foot, the instrument tracked changes in the foot's center of pressure — the spot over which the bird's weight was focused. This spot wobbled around as a bird shifted to preen its feathers or look at a neighbor. But once a bird tucked its head onto its pillowy back and shut its eyes, the center of pressure made smaller changes. When birds were dozing, their center of pressure moved within a radius of 3.2 millimeters (0.1 inch), on average. That center of pressure expanded to 5.1 millimeters when the birds were active.
- 7        The researchers also studied flamingo skeletons in a museum. They saw features of the skeleton that might make birds more stable. Still, bones didn't tell the whole story.

- 8 Researchers learned more from the [skeletons] of a few Caribbean flamingos that a zoo had donated to them. “The ‘ah-ha!’ moment was when I said, ‘Wait, let’s look at it in a vertical position,’” Ting remembers. All of a sudden, the bird specimen settled naturally into a one-legged lollipop stance. . . . So the body must have some built-in ways to hold this stance without effort.
- 9 A flamingo’s hip and knee sit high up inside its body. What bends in the middle of the long flamingo leg is not a knee, but an ankle. (That explains why, to human eyes, a flamingo’s leg looks like it bends the wrong way.) Ting didn’t find anything that locks the leg bones upright. She did, however, see other features of the skeleton that might help flamingos stand steadily.
- 10 How the bird distributed its weight also seemed important for one-footed balance. The flamingo’s center of gravity was close to the inner knee. That’s where the bone starts to form the long column to the ground. This made the shaky-looking one-leg nap actually stable. In fact, tests showed the body was floppier and less stable when researchers fastened it upright on two legs instead of one. The researchers reported their findings May 24 in *Biology Letters*.
- 11 Reinhold Necker is cautious about saying the one-legged stance saves energy until researchers discover more. “The authors do not consider the retracted leg,” says Necker. At Ruhr University in Bochum, Germany, he has written about one-legged standing in birds. He says keeping one flamingo leg tucked up might take some energy, even if easy balancing saves some. (Ting thinks flamingos might have some special energy-saving way of holding up that other leg. The question needs more research.)
- 12 The new study helps researchers understand how flamingos stand on one leg. Still, it doesn’t explain why they do it, says Matthew Anderson. He’s a comparative psychologist at St. Joseph’s University in Philadelphia, Pennsylvania. He’s found that more flamingos rest on one leg when temperatures drop. So he thinks that keeping warm might have something to do with it.
- 13 The mystery of flamingos, in other words, still stands.

Excerpt from “How a Flamingo Balances on One Leg” by Susan Milius. Copyright © 2017, Science News for Students. Used by permission of the publisher via Copyright Clearance Center.

- 00.** In paragraph 8, what does the phrase “lollipop stance” imply about the bird specimen?
- A.** Its construction was rigid and fragile like a lollipop.
  - B.** Its body position was in the shape of a lollipop.
  - C.** It was similar in color and shade to a lollipop.
  - D.** It was carefully wrapped in a protective covering.

- 00.** In paragraph 13, the author closes by claiming that the “mystery of flamingos . . . still stands.”

How does she support this claim in the passage? Select **two** answers.

- A.** She clarifies that scientists’ methods for studying bone structure are not widely used.
- B.** She shows how skeletons are less stable when placed on two legs instead of one.
- C.** She demonstrates that all species of flamingos spend time sleeping on one leg.
- D.** She explains that standing on one leg may not actually save energy for flamingos.
- E.** She reminds readers that the purpose for flamingos standing on one leg is still not known.

**00.** What inference does paragraph 6 support?

- A.** Flamingos use less effort to stand on one foot when they are sleeping than they do when they are awake.
- B.** Flamingos move around to determine what their neighbor flamingos are doing.
- C.** One way to determine if a flamingo is standing on one foot is to measure movement in the center of pressure.
- D.** The center of pressure of a flamingo's foot indicates if the bird is awake.

- 00.** Which sentence **best** describes the purpose of paragraph 2?
- A.** Paragraph 2 defines key terms that will be used later in the passage.
  - B.** Paragraph 2 introduces the author's reasons for writing the passage.
  - C.** Paragraph 2 summarizes the results of the study described later in the passage.
  - D.** Paragraph 2 answers the question asked by the first sentence of the passage.

- 00.** Which **two** sentences, when combined, **best** summarize the study described in paragraphs 5 through 10?
- A.** The study focused on fluffy young flamingos borrowed from a nearby zoo.
  - B.** The study measured the center of pressure of the feet of flamingos while they slept.
  - C.** The study determined that flamingos' bone structure supports standing on one foot.
  - D.** The study explained that what looks like a flamingo's knee is actually the bird's ankle.
  - E.** The study was important enough to be published in a scientific journal.



Read the passages and answer the questions that follow.

## Passage 1

### New Light From Green Corn

by Gloria W. Lannom and Jason Baird Jackson

- 1 Each year, many American Indian communities gather together to celebrate and give thanks for the gifts of nature. The most important gift is corn. To give thanks for each year's corn crop, Green Corn Ceremonies have been held for many hundreds of years.
- 2 While not all native peoples observe this celebration, it once was widespread. Today's Green Corn Ceremonies are held among the Yuchi, Creek, Seminole, Shawnee, and Cherokee peoples.
- 3 According to Seminole legend, the Corn Mother, goddess of farming, created corn by rubbing her body and causing kernels of corn to appear. Wherever the kernels were planted, cornstalks quickly sprang up.
- 4 The Green Corn Ceremony is a celebration of cleansing, renewal, and thanksgiving. It is held when the moon is full in late June or early July and when the ears of new corn are ripe and ready for roasting. According to tradition, tribe members clean and repair their chickee<sup>1</sup> camps near the dance grounds to prepare for the four-day celebration. They settle arguments. They may make new clothes.
- 5 During the ceremony, many stomp dances are performed. A stomp dance is a weaving line of dancers in single file. Some stomp dances are social dances, such as the Catfish Dance and the Fire Ant Dance. Other dances, such as the Feather Dance, are sacred. The *em-ma-pah-thi* (the "bundle carrier," a tribal medicine man) chants songs and the men sing back to him. The women, dressed in their finest clothing, keep the rhythm for the stomp dancers by shaking rattles tied to their legs. These noisemakers used to be made of turtle shells, but today they are more likely to be empty tin cans. On the last day of the celebration, the women put out their cooking fires. Long ago, this was the only time of the year when no fires burned. Ears of corn are placed on new firewood on the main fire pit. With prayers and special words, the *em-ma-pah-thi* takes tools from his sacred medicine bundle and lights the new fire. All the other fires are relighted from this one fire.
- 6 The men, who have had nothing to eat for a day and a half, eat roasted fresh corn that the women have picked. Traditionally, this was the first fresh corn

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<sup>1</sup>**chickee:** shelter supported by posts with a raised floor, thatched roof, and open sides

(not dried) that they ate since the previous year's harvest. Today, everyone feasts on many delicious things. The end of the Green Corn Ceremony marks the start of the new year.

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## Passage 2

### The Green Corn Dance: San Ildefonso<sup>1</sup>

by Alice Corbin

*Far in the east  
The gods beat  
On thunder drums. . .*

5 With rhythmic thud  
The dancers' feet  
Answer the beat  
Of the thunder drums.

Eagle feather  
On raven hair,  
10 With bright tablita's<sup>2</sup>  
Turquoise glare.

Tasselled corn  
Stands tall and fair  
From rain-washed roots  
15 Through lambent<sup>3</sup> air.

Corn springs up  
From the seed in the ground,  
The cradled corn  
By the sun is found.

20 Eagle feather  
And turkey plume  
From the wind-swept cloud  
Bring rain and gloom.

Hid in the cloud  
25 The wind brings rain

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<sup>1</sup>**San Ildefonso:** the name given to a tribe of Indigenous peoples by the Spanish

<sup>2</sup>**tablita's:** decorated headdress worn for ceremonial dances

<sup>3</sup>**lambent:** shining gently, flickering

And the water-song  
To the dust-parched plain.

Far in the east  
The gods retreat  
30 As the thunder drums  
Grow small and sweet.

The dancers' feet  
Echo the sound  
As the drums grow faint  
35 And the rain comes down.

"The Green Corn Dance" from Poems of New Mexico by Alice Corbin. Copyright © 1920. In the public domain.

- 00.** What does the word weaving in paragraph 5 emphasize about the stomp dance?
- A.** the complex steps involved in the dance
  - B.** the repeated noise that guides the movement of the dancers
  - C.** the quick movement of the dancers
  - D.** the way in which the dancers move together

- 00.** Which **two** details are **most** important to include in a summary of Passage 1?
- A.** The native people of the Seminole tribe passed down the legend of the Corn Mother, who was responsible for making kernels of corn appear.
  - B.** The Green Corn Ceremony takes place during a full moon in late June or early July when the corn is ready to be harvested.
  - C.** Every year, the people of the Yuchi, Creek, Seminole, Shawnee, and Cherokee communities gather for the Green Corn Ceremony to give thanks for the harvest.
  - D.** A tribal medicine man leads the men of the community in song and conducts a special ceremony by lighting a fire to bring in the new year.
  - E.** The Green Corn Ceremony marks a time of renewal, where each member of the community takes part in events to honor the season.

- 00.** What is the meaning of the poet’s phrase “Answer the beat” in line 6 of Passage 2?
- A.** The dancers are familiar with the movements required for the performance.
  - B.** The dancers realize the importance of moving at the same time.
  - C.** The dancers match the booming sound with their feet.
  - D.** The dancers create their own pattern of sounds through their steps.

- 00.** How does the idea of drums help to establish the structure and meaning of Passage 2?
- A.** It introduces the setting in the east, and the continued sound of the drums implies that the noise travels in different directions.
  - B.** At the beginning, it calls attention to the activity taking place and concludes by signaling the relief people feel at the onset of the rain.
  - C.** At the start, it reveals the excitement of the dancers, which continues until the drumming ends.
  - D.** It marks the beginning of events and continues until the end, when the sound of the drums fades.



- 00.** How does the word cradled in the phrase “The cradled corn” in line 18 contribute to the message of Passage 2?
- A.** It tells of the patience involved in waiting for the corn to grow.
  - B.** It hints at the idea that the corn is a cherished crop.
  - C.** It acknowledges that the corn appears in great abundance.
  - D.** It affirms that the entire community makes use of the corn.

- 00.** To what element do both passages attribute the appearance of corn?
- A.** the work of the gods
  - B.** the dedication of the people
  - C.** the richness of the land
  - D.** the pleasing sound of the drums

**Read the passage and answer the questions that follow.**

## **Excerpt from *Driving Around the USA: Automobiles in American Life***

by Martin W. Sandler

- 1 In 1876 the United States marked its 100th birthday. There was much to celebrate. The nation was recovering from the wounds of the Civil War, which had torn it apart little more than a decade earlier. Pioneers were settling the vast American West and turning it into one of the most productive farming areas in the world. . . . And thanks to a remarkable nationwide spirit of invention, Americans were able to travel around the nation faster and more conveniently than their grandparents had ever thought would be possible.
- 2 Railroad tracks linked the continent from coast to coast. Steamboats and sailing vessels carried passengers up and down rivers and across lakes and sounds. Horse-drawn trolleys provided city dwellers with the best system of urban transit yet developed. And in 1888 electric trolleys would begin to make travel within the city even more efficient.
- 3 Yet many people were still not satisfied. They dreamed of a vehicle that would not be tied to the rails, as were the trains and the trolleys. They wanted something they could drive themselves, something that could go anywhere any time they wanted. Although no one had given such a vehicle a name, what they yearned for was the automobile.
- 4 The automobile was born in Europe in the late 1700s. This was made possible by the invention of the steam engine, and then of a way to use the steam supplied by the engine to turn the wheels of a car. A French army engineer named Nicholas Joseph Cugnot is credited with being the first man to drive a self-propelled road vehicle. In 1769 he built a tractor-like machine, powered by a huge copper steam engine that hung out beyond the front wheel. This cumbersome contraption traveled fewer than five miles per hour and it was so difficult to maneuver that when Cugnot took it out on the streets of Paris and attempted to negotiate a curve, he banged into a wall and the vehicle turned over. The police, alarmed at the sight of the vehicle, put Cugnot in jail and confiscated his invention. Though Cugnot never again drove his machine on a public street, he had proved that a self-propelled road vehicle was possible.
- 5 Cugnot's accomplishment inspired other European inventors. Between 1801 and 1803, Englishman Richard Trevithick built and demonstrated four-wheeled, steam-driven vehicles that were able to carry passengers. Observing one of Trevithick's trial runs, in which his machine carried eight people up a

half-mile-long hill, an eyewitness marveled at the fact that the vehicle traveled “faster than a man could walk.”

- 6 The inventor Oliver Evans could rightly claim to be the father of the self-propelled road vehicle in America. In 1805 he built an enormous, steam-driven river dredge that was used to improve Philadelphia’s harbor. In order to drive the machine through the city’s streets to the harbor, he mounted it on wheels. He had another purpose in mind as well. As Cugnot and Trevithick had demonstrated in Europe, Evans wanted to show Americans that what he called a “steam-wagon” could be a practical means of transportation.
- 7 In the years following Evans’s demonstration, many American inventors experimented with steam cars. But it was not until the late 1860s that they worked out the kinks and made steam-driven road vehicles a reality. Once this was accomplished, pioneer automakers went at their task with a passion.
- 8 In the late 1800s, more than 100 manufacturers were involved in building what were called steamers. Of these men, the most successful were the identical twin brothers Francis E. and Freelan O. Stanley. The Stanleys were born in Kingfield, Maine. They made both a name for themselves and a considerable fortune through a photographic company they owned and operated. But the possibilities of the steam-driven car fascinated them. In 1896 the Stanleys sold their photographic company, opened a factory in Newton, Massachusetts, and began producing steam buggies. In 1899 they built and sold almost 200 Stanley Steamers<sup>1</sup>.
- 9 The Stanleys’ cars and the steamers built by other manufacturers launched America into the age of the automobile. But there were drawbacks to these pioneer vehicles. The procedure for getting the fire in a steamer’s boiler to heat up sufficiently was complicated and time-consuming. Because the steam engine had to be small enough to be practical for use in a car, it was under extremely high pressure. Although there is no record of any steamer ever having exploded, the possibility was frightening. This made many who would have loved to own their own car reluctant to purchase one.
- 10 By the 1890s, however, battery-powered electric trolleys were fast becoming the rage of American cities. They inspired inventors to develop a new type of self-propelled vehicle designed to combat the drawbacks of the steamers. In 1891, William Morrison, a resident of Des Moines, Iowa, built America’s first successful electric car. Morrison’s vehicle, which was powered by batteries under the seats, could accommodate six passengers. Soon other manufacturers, including

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<sup>1</sup>**Stanley Steamers:** a term used for steam-engine cars built by the Stanley Motor Carriage Company

American Electric, Baker, and Columbia, were building electric cars, which quickly became popular. And in many places electric cars caused a sensation.

Excerpt from *Driving Around the USA: Automobiles in American Life* by Martin W. Sandler.  
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**00.** What does the word procedure mean in paragraph 9?

- A.** required steps
- B.** suggested method
- C.** necessary equipment
- D.** specific instructions

- 00.** The following item has two parts. Answer Part A and then answer Part B.

**Part A**

Based on the passage, which of the following **most** influenced the development of automobiles?

- A.** Cugnot's attempt to drive his vehicle
- B.** an American spirit of invention
- C.** the Stanley brothers' opening of a factory
- D.** the invention of the steam engine

**Part B**

Which detail **best** supports the correct answer to Part A?

- A.** "And thanks to a remarkable nationwide spirit of invention, Americans were able to travel around the nation faster and more conveniently than their grandparents had ever thought would be possible." (paragraph 1)
- B.** "This was made possible by the invention of the steam engine, and then of a way to use the steam supplied by the engine to turn the wheels of a car." (paragraph 4)
- C.** "Though Cugnot never again drove his machine on a public street, he had proved that a self-propelled road vehicle was possible." (paragraph 4)
- D.** "The Stanleys' cars and the steamers built by other manufacturers launched America into the age of the automobile." (paragraph 9)

- 00.** How do paragraphs 1 through 3 contribute to the development of ideas in the passage?
- A.** They show how automobiles were a natural result of extensive transportation systems.
  - B.** They establish the desire for freedom that explains the attraction of automobiles.
  - C.** They illustrate how pioneers settling in new territories created a need for automobiles.
  - D.** They emphasize that automobiles would make life easier for farmers and city dwellers.



- 00.** The following item has two parts. Answer Part A and then answer Part B.

**Part A**

Which statement **best** expresses a central idea of the passage?

- A.** Vehicle ownership was more widespread in Europe than in America.
- B.** Electric cars led to many Americans owning vehicles.
- C.** The first automobiles were powered by steam.
- D.** Early automobiles were dangerous and difficult to operate.

**Part B**

Select **two** details that **best** help develop the idea.

- A.** "The automobile was born in Europe in the late 1700s." (paragraph 4)
- B.** "Between 1801 and 1803, Englishman Richard Trevithick built and demonstrated four-wheeled, steam-driven vehicles that were able to carry passengers." (paragraph 5)
- C.** "In the late 1800s, more than 100 manufacturers were involved in building what were called steamers." (paragraph 8)
- D.** "Although there is no record of any steamer ever having exploded, the possibility was frightening." (paragraph 9)
- E.** "Soon other manufacturers, including American Electric, Baker, and Columbia, were building electric cars, which quickly became popular." (paragraph 10)

**There are five underlined parts in the passage. They may contain errors to be corrected, or they may need to be changed for better wording. If a change is needed, select the correct replacement. If no change is needed, select “No change.”**

Hide-and-seek is a children’s game that has been enjoyed for thousands of years. The game requires three or more players, it can be played indoors or outdoors.

Before starting a game of hide-and-seek, those participating must set the rules. All players have to agree on the boundaries of the playing area. Players also have to agree on where the seeker will stand and how high he or she will count.

The contest begins when the seeker covers his or her eyes and starts counting. At that point, the hiders rush to find clever and creative hiding places. They try to stay as quiet as possible. When the seeker finishes counting, he or she starts looking. The goal is to locate the hiders one by one. The last person to be found becomes the seeker for the next game. Some versions of the hide-and-seek game include a “home base.” The hiders try to get to this base before the seeker is able to tag you.

A world championship hide-and-seek game is held in Italy each year. Surprisingly, this championship is for adults only. Each hider is part of a team, but the seekers are not. Their job is to try to tag the hiders running toward home base. Over several days, the teams play many games of hide-and-seek, proving that people of any age can enjoy this popular ancient game. It’s easy to see why it has been a favorite for such a long time.

**00.** Which change, if any, is needed to the underlined text?

**The game requires three or more players, it can be played indoors or outdoors.**

- A.** The game requiring three or more players. It can be played indoors or outdoors.
- B.** The game requires three or more players. And can be played indoors or outdoors.
- C.** The game requires three or more players and can be played indoors or outdoors.
- D.** No change

00. Which change, if any, shows the **best** way to revise the underlined text?

**All players have to agree on the boundaries of the playing area.**  
**Players also have to agree on where the seeker will stand and how high he or she will count.**

- A. All players have to agree on the boundaries of the playing area and where the seeker will stand and count.
- B. All players have to agree on the boundaries of the playing area, but they also have to agree on where the seeker will stand. Plus they have to agree on how high he or she will count.
- C. All players have to agree on the boundaries of the playing area, where the seeker will stand, and how high he or she will count.
- D. No change

**00.** Which change, if any, is needed to the underlined text?

**is able to tag you**

- A.** is able to tag them
- B.** is able to tag him
- C.** is able to tag us
- D.** No change

**00.** Which change, if any, is needed to the underlined text?

**Their job**

- A.** There job
- B.** They're job
- C.** Thier job
- D.** No change

**00.** Which change, if any, is needed to the underlined text?

**can enjoy this popular ancient game**

- A.** can enjoy, this popular ancient game
- B.** can enjoy this popular, ancient game
- C.** can enjoy this popular ancient, game
- D.** No change

**Read the passage and answer the questions that follow.**

## **Excerpt from *The Guest Cat***

by Takashi Hiraide

- 1        The cat's name was Chibi, which means "little one." We could hear the boy's particularly high-pitched voice calling the cat: "Chibi!" Then we'd hear the sound of the boy's shoes running around outside, followed by the tinkling of the little bell announcing the cat's arrival.
- 2        Chibi was a jewel of a cat. Her pure white fur was mottled with several lampblack blotches containing just a bit of light brown. The sort of cat you might see just about anywhere in Japan, except she was especially slim and tiny.
- 3        These were her individual characteristics — slim and small, with ears that stood out, tapering off beautifully at the tips, and often twitching. She would approach silently and undetected to rub up against one's legs. At first I thought Chibi avoided me because I was not used to cats, but this seems not to have been the case. When a girl who often passed along Lightning Alley stopped and crouched to gaze at the cat, it did not run away. But as soon as she attempted to touch it, the cat quickly slipped off, avoiding contact at all costs. The cat's manner of rejection was like cold, white light.
- 4        Moreover, the cat rarely made a sound. As far as I remember, when it first appeared in the alley it made some sort of sound, but since then it had never let out a meow. It looked as if no matter how much time passed the cat was not going to let us hear its voice. This seemed to be the message the cat was giving us.
- 5        Another one of Chibi's characteristics was that she changed the direction of her cautious attention frequently. This active behavior wasn't limited to her kittenhood. Perhaps because she played alone most of the time in the expansive garden, she reacted strongly to insects and reptiles. And there were times when I could only conclude that she must be reacting to subtle changes in the wind and light, not detectable by humans. It may be that most cats share the same quickness, but even so, in Chibi's case, it was acute — she was, after all, the cat of Lightning Alley. My wife got into the habit of pointing to the cat whenever it went by, extolling its virtues.
- 6        Trained by the boy next door, Chibi had become quite skilled at playing with a ball. It seemed that the boy was using a rubber ball that fit right into the palm of one's hand. Sounds of laughter and play in the alley, and the regular bouncing of the ball, elicited such pleasant feelings that gradually I began to feel like trying it out for myself, here in our little garden. Finally one day, after a period of



self-reflection, I took an old Ping-Pong ball — which had been shut away in the corner of a drawer — in my hand and headed for the garden.

- 7 I tried bouncing the Ping-Pong ball on the concrete below the open veranda. Chibi crouched, her eyes locked on the ball's movement. Then she lowered her entire body and became tense — with all four legs aligned as she gently lowered her haunches, contracting them so that they became slightly rounded like a spring. From that position she leapt off the earth with a violent force, boldly pouncing on the small white ball. Then she batted the ball back and forth several times in midair between her two front paws, and next shot quickly through my legs and ran off.
- 8 Chibi's independence would manifest itself in unexpected ways, even while performing acts of incredible athletic skill. Casting aside the Ping-Pong ball, she turned about at an acute angle, yet in the next moment she had placed her tiny paw on the head of a toad concealed in the shade of one of the landscape rocks. Then just as suddenly she flew to the other side of the garden, extending one of her front legs to slip into a clump of bushes. Next, showing her white belly, she looked in my direction, twitching slightly. But there was no stopping there — without a glance at her human playmate, she leaped up and grabbed the sleeve of an undershirt swinging gently back and forth on the clothesline, then flashing through the wooden gate, she quickly retreated to the yard of the big house.
- 9 I had heard from one of my cat-lover friends that playing with a ball was something that cats only did when they are still kittens. But it seemed that Chibi, reaching adulthood, only picked up momentum.
- 10 Which brings us to yet another quality of Chibi's — in the words of our landlady, she was "a real looker." As the opinion of someone with a long history of chasing away stray cats, I figured she knew what she was talking about.
- 11 There's a photographer who says cat lovers always believe their own cat is better looking than anyone else's. According to her, they've all got blinders on. She also says that, though she too is a major cat lover, having noticed this fact means that she is now hated by all other cat lovers, and so these days only takes pictures of scruffy-looking strays.
- 12 Chibi, who loved to play ball, gradually began to visit us on her own and would try and get us to play with her. She would step gingerly into the room and gaze intently at its occupants, then purposefully turn around and walk back out, as if to lead us to the garden. This process would be repeated until she got a response. Most of the time my wife would put down whatever she was doing, slip happily into her sandals and head outside.
- 13 Having played to her heart's content, Chibi would come inside and rest for a while. When she began to sleep on the sofa — like a talisman curled gently in the

shape of a comma and dug up from a prehistoric archaeological site — a deep sense of happiness arrived, as if the house itself had dreamed this scene.

- 14        Avoiding the prying eyes of the landlady, we began leaving it up to Chibi to come inside the house whenever she wanted — and with this new development I had begun little by little to understand cat lovers. Whether on TV or in all of the ubiquitous cat calendars, it seemed as if there was no cat comparable to her. But, though I had started to think of her as the best cat around, she was not really our cat.

Excerpt from *The Guest Cat* by Takashi Hiraide. 2014, New Directions Publishing Corp. Used by permission of the publisher via Copyright Clearance Center.

- 00.** What do paragraphs 9 through 11 reveal about the narrator?
- A.** He enjoys talking to photographers about cats.
  - B.** He is more interested in stray cats than pet cats.
  - C.** He is good friends with his landlady.
  - D.** He has little experience with cats.

- 00.** Which sentence **best** explains how the setting impacts the passage?
- A.** The presence of a large garden nearby attracts Chibi, providing more opportunities for the married couple to interact with her.
  - B.** The time of year allows for warmer weather, which helps to create the right conditions for interactions between animals and people.
  - C.** The location of the alley allows the married couple to come into contact with a variety of stray animals.
  - D.** The size of the married couple's home encourages the husband and wife to allow the cat to come inside.

- 00.** Which **two** conclusions can be drawn from the details provided in paragraph 8?
- A.** Chibi wants someone to play with.
  - B.** Chibi's fear of toads is uncommon for a cat.
  - C.** Chibi is frequently destructive.
  - D.** Chibi easily moves from one activity to the next.
  - E.** Chibi's actions are fast and full of energy.

- 00.** How did the author structure the passage?
- A.** by explaining the characteristics and behaviors of a specific cat
  - B.** by comparing and contrasting one cat with other cats
  - C.** by describing different characters with whom a cat interacts
  - D.** by showing how the actions of a cat affect the environment

- 00.** The following item has two parts. Answer Part A and then answer Part B.

**Part A**

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

- A.** A person's attitudes about animals are similar to family members' opinions of animals.
- B.** Animals can give people a sense of contentment and joy.
- C.** True satisfaction comes from working with animals.
- D.** Animals can provide a distraction from the seriousness of life.

**Part B**

Select the phrase or sentence from the passage that **best** supports the correct answer to Part A.

- A.** "She would step gingerly into the room" (paragraph 12)
- B.** "Having played to her heart's content, Chibi would come inside and rest" (paragraph 13)
- C.** "a deep sense of happiness arrived, as if the house itself had dreamed this scene" (paragraph 13)
- D.** "it seemed as if there was no cat comparable to her" (paragraph 14)

Tennessee ELA  
Grade 7  
TN0004517  
How People Should Treat Others  
Annotated Students Responses



Read the passages and answer the questions that follow. Then respond to the writing prompt.

## Passage 1

### "The Power of Hello"

by Howard White

- 1 I work at a company where there are about a gazillion employees. I can't say that I know them all by name, but I know my fair share of them. I think that almost all of them know me. I'd say that's the reason I've been able to go wherever it is I've made it to in this world. It's all based on one simple principle: I believe that every single person deserves to be acknowledged, however small or simple the greeting.
- 2 When I was about ten years old, I was walking down the street with my mother. She stopped to speak to Mr. Lee. I was busy trying to bull's-eye the O on the stop sign with a rock. I knew I could see Mr. Lee any old time around the neighborhood, so I didn't pay any attention to him. After we passed Mr. Lee, my mother stopped me and said something that has stuck with me from that day until now.
- 3 She said, "You let that be the last time you ever walk by somebody and not open up your mouth to speak, because even a dog can wag its tail when it passes you on the street." That phrase sounds simple, but it's been a guidepost for me and the foundation of who I am.
- 4 When you write an essay like this, you look in the mirror and see who you are and what makes up your character. I realized mine was cemented that day when I was ten years old. Even then, I started to see that when I spoke to someone, they spoke back. And that felt good.
- 5 It's not just something I believe in; it's become a way of life. I believe that every person deserves to feel someone acknowledge their presence, no matter how humble they may be or even how important.

- 6 At work, I always used to say hello to the founder of the company and ask him how our business was doing. But I also spoke to the people in the café and the people who cleaned the buildings and asked how their children were doing. After a few years of passing by the founder, I had the courage to ask him for a meeting. We had a great talk. At a certain point I asked him how far he thought I could go in his company. He said, "If you want to, you can get all the way to this seat."
- 7 I've become vice president, but that hasn't changed the way I approach people. I still follow my mother's advice. I speak to everyone I see, no matter where I am. I've learned that speaking to people creates a pathway into their world, and it lets them come into mine, too.
- 8 The day you speak to someone who has their head down but lifts it up and smiles, you realize how powerful it is just to open your mouth and say, "Hello."

"The Power of Hello" by Howard White, from *This I Believe: Life Lessons*, edited by Dan Gediman, Mary Jo Gediman and John Gregory. Copyright © 2011, John Wiley & Sons, Inc. Used by permission of the publisher via Copyright Clearance Center.

## Passage 2

### "Inviting the World To Dinner"

by Jim Haynes

- 9 Every week for the past thirty years I have hosted a Sunday dinner in my home in Paris. People, including total strangers, call or e-mail to book a spot. I hold the salon in my atelier, which used to be a sculpture studio. The first fifty or sixty people who call may come — twice that many when the weather is nice and we can overflow into the garden.
- 10 Every Sunday a different friend prepares a feast. Last week it was a philosophy student from Lisbon, and next week a dear friend from London will cook.
- 11 People from all corners of the world come to break bread together, to meet, to talk, to connect, and often to become friends.

All ages, nationalities, races, and professions gather here, and since there is no organized seating, the opportunity for mingling couldn't be better. I love the randomness.

- 12 I believe in introducing people to people.
- 13 I have a good memory, so each week I make a point to remember everyone's name on the guest list and where they're from and what they do so I can introduce them to one another, effortlessly. If I had my way, I would introduce everyone in the whole world to one another.
- 14 People are the most important thing in my life. Many travelers go to see things like the Tower of London, the Statue of Liberty, the Eiffel Tower, and so on. I travel to see friends, even — or especially — those I've never met.
- 15 In the late 1980s, I edited a series of guidebooks to nine Eastern European countries and Russia. There were no sights to see, no shops or museum to visit; instead, each book contained about a thousand short biographies of people who would be willing to welcome travelers in their cities. Hundreds of friendships evolved from these encounters, including marriages and babies, too.
- 16 The same can be said of my Sunday salon. At a recent dinner, a six-year-old girl from Bosnia spent the entire evening glued to an eight-year-old boy from Estonia. Their parents were surprised, and pleased, by this immediate friendship.
- 17 There is always a collection of people from all over the globe. Most of them speak English, at least as a second language. Recently a dinner featured a typical mix: a Dutch political cartoonist, a beautiful painter from Norway, a truck driver from Arizona, a bookseller from Atlanta, a newspaper editor from Sydney, students from all over, and traveling retirees.
- 18 I have long believed that it is unnecessary to understand others, individuals, or nationalities; one must, at the very least, simply tolerate others. Tolerance can lead to respect and, finally, to love. No one can ever really understand anyone else, but you can love them or at least accept them.
- 19 Like Tom Paine, I am a world citizen. All human history is mine. My roots cover the earth.
- 20 I believe we should know each other. After all, our lives are all connected.
- 21 Okay, now come and dine.

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<sup>1</sup> **salon:** gathering of people

<sup>2</sup> **atelier:** workshop

**Writing Prompt**

You have just read two passages in which the authors address how people should treat others. Write an essay arguing which author's approach is more useful as a way to treat others.

# TNReady Grades 6-8 Argument Rubric

Revised: May 2017

Score	Focus & Organization	Development	Language	Conventions
<b>4</b>	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> <li>contains an effective and relevant introduction.</li> <li>states a claim and maintains a sophisticated argument.</li> <li>utilizes effective organizational strategies to logically order reasons and evidence<sup>1</sup> to create a unified whole.</li> <li>effectively clarifies relationships among claim(s), reasons, evidence, and counterclaim(s) to create cohesion.</li> <li>contains an effective and relevant concluding statement or section.</li> </ul>	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> <li>utilizes well-chosen, relevant, and sufficient evidence from the stimuli to thoroughly and insightfully support logical claim(s), while acknowledging and effectively refuting<sup>2</sup> counterclaim(s).</li> <li>thoroughly and accurately explains and elaborates on the evidence provided, connecting the evidence to claim(s) and counterclaim(s) and demonstrating a clear, insightful understanding of the topic, task, and stimuli.</li> </ul>	The writing: <ul style="list-style-type: none"> <li>illustrates consistent and sophisticated command of precise language and domain-specific vocabulary<sup>3</sup> appropriate to the task.</li> <li>illustrates sophisticated command of syntactic variety for meaning and reader interest.</li> <li>utilizes sophisticated and varied transitional words and phrases.</li> <li>effectively establishes and maintains a formal style and an objective tone.</li> </ul>	The writing: <ul style="list-style-type: none"> <li>demonstrates consistent and sophisticated command of grade-level conventions of standard written English.<sup>4</sup></li> <li>may contain a few minor errors that do not interfere with meaning.</li> </ul>
<b>3</b>	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> <li>contains a relevant introduction.</li> <li>states a claim and maintains a clear argument.</li> <li>utilizes adequate organizational strategies to logically order reasons and evidence<sup>1</sup> to create a mostly unified whole.</li> <li>clarifies most relationships among claim(s), reasons, evidence, and counterclaim(s), but there may be some gaps in cohesion.</li> <li>contains a relevant concluding statement or section.</li> </ul>	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> <li>utilizes relevant and sufficient evidence from the stimuli to adequately support logical claim(s), while acknowledging and refuting<sup>2</sup> counterclaim(s).</li> <li>adequately and accurately explains and elaborates on the evidence provided, connecting the evidence to claim(s) and counterclaim(s) and demonstrating a sufficient understanding of the topic, task, and stimuli.</li> </ul>	The writing: <ul style="list-style-type: none"> <li>illustrates consistent command of precise language and domain-specific vocabulary<sup>3</sup> appropriate to the task.</li> <li>illustrates consistent command of syntactic variety for meaning and reader interest.</li> <li>utilizes appropriate and varied transitional words and phrases.</li> <li>establishes and maintains a formal style and an objective tone.</li> </ul>	The writing: <ul style="list-style-type: none"> <li>demonstrates consistent command of grade-level conventions of standard written English.<sup>4</sup></li> <li>contains occasional minor and/or major errors, but the errors do not significantly interfere with meaning.</li> </ul>
<b>2</b>	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> <li>contains a limited introduction.</li> <li>states a weak argument.</li> <li>demonstrates an attempt to use organizational strategies to order some reasons and evidence,<sup>1</sup> but ideas may be hard to follow at times.</li> <li>clarifies some relationships among claim(s), reasons, evidence, and counterclaim(s), but there are lapses in focus.</li> <li>contains a limited concluding statement or section.</li> </ul>	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> <li>utilizes mostly relevant but insufficient evidence from the stimuli to partially support claim(s) and counterclaim(s). Some evidence may be inaccurate or repetitive.</li> <li>explains some of the evidence provided, connecting some of the evidence to claim(s) and counterclaim(s) and demonstrating only a partial understanding of the topic, task, and stimuli. There may be some level of inaccuracy in the explanation.</li> </ul>	The writing: <ul style="list-style-type: none"> <li>illustrates inconsistent command of precise language and domain-specific vocabulary.<sup>3</sup></li> <li>illustrates inconsistent command of syntactic variety.</li> <li>utilizes basic or repetitive transitional words and phrases.</li> <li>establishes but inconsistently maintains a formal style and an objective tone.</li> </ul>	The writing: <ul style="list-style-type: none"> <li>demonstrates inconsistent command of grade-level conventions of standard written English.<sup>4</sup></li> <li>contains frequent errors that may significantly interfere with meaning.</li> </ul>
<b>1</b>	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> <li>contains no or an irrelevant introduction.</li> <li>states an unclear argument.</li> <li>demonstrates an unclear organizational structure; ideas are hard to follow most of the time.</li> <li>fails to clarify relationships among claim(s), reasons, evidence,<sup>1</sup> and counterclaim(s); concepts are unclear and/or there is a lack of focus.</li> <li>contains no or an irrelevant concluding statement or section.</li> </ul>	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> <li>utilizes mostly irrelevant or no evidence from the stimuli, or mostly/only personal knowledge to inadequately support claim(s) and counterclaim(s). Evidence is inaccurate or repetitive.</li> <li>inadequately or inaccurately explains the evidence provided; evidence, claim(s), and counterclaim(s) appear disconnected, demonstrating little understanding of the topic, task, and stimuli.</li> </ul>	The writing: <ul style="list-style-type: none"> <li>illustrates little to no use of precise language and domain-specific vocabulary.<sup>3</sup></li> <li>illustrates little to no syntactic variety.</li> <li>utilizes no or few transitional words and phrases.</li> <li>does not establish or maintain a formal style and an objective tone.</li> </ul>	The writing: <ul style="list-style-type: none"> <li>demonstrates limited command of grade-level conventions of standard written English.<sup>4</sup></li> <li>contains numerous and repeated errors that seriously impede meaning.</li> </ul>

<sup>1</sup> Evidence includes facts, definitions, concrete details, quotations, or other information appropriate to the task and stimuli.

<sup>2</sup> Acknowledgement of counterclaim(s) is expected in grades 6–8. Refutation of counterclaim(s) is expected at grade 8.

<sup>3</sup> Domain-specific vocabulary refers to the terminology used in the stimuli and/or associated with the topic.

<sup>4</sup> Conventions of standard written English include sentence structure, grammar, usage, spelling, capitalization, and punctuation.

passage 1 is about how to say hello to someone and be nice to someone, his mom said, " you let that be the last time you ever walk by somebody and not open up your mouth to speak, because even a dog can wag its tail when it passes you on the street." passage 2 is about inviting the world to a dinner , ever sunday a different friend prepares a feast. last week it was philosophy student from lisbon, and next week a dear friend from london will cook. people from all corners of the world come to break bread together, to talk, to connect, and often to become friends. all ages, nationalities, races, and professions gather here, and since there is no organized seating, the opportunity for mingling couldn't be better.

**Focus & Organization: 1**

The response is lacking an introduction, conclusion, and argument. It consists of only a brief summary of each passage, with very little original writing.

**Development: 1**

While quotes from the passages are present, there is no explanation of the quotes or their relevance to any claims, showing no understanding of the topic, task and stimuli.

**Language: 1**

The majority of the language in the response is quoted from the stimuli. The brief sample of original writing provides no use of precise language (how to say hello to someone and be nice to someone), syntactic variety, or transitions.

**Conventions: 1**

Similar to the language domain, the original writing in this response is not sufficient to demonstrate more than a limited command of grade level conventions. While the original writing does not contain errors that seriously impede meaning, capitalization is absent.

It is allys nice to speck say hello to people to make them know that people cear. Because it makes them feel beder about them slef's. Inplous it mite make them be nice to uthers. Because he got prmoted by using nice wrads.

Plous it is a nice thing to do and it makes people feel good ablout ther slefs. So it is allwas good to be nice. It provs that saying hello makes people feel nice. Allsow it helps a lot of people.

**Focus & Organization: 1**

While some logical order to the thoughts is shown, the response is lacking an introduction or conclusion. The argument is unfocused beyond the basic idea that it is nice to say hello to people.

**Development: 1**

The response uses no evidence from the stimuli beyond "he got prmoted by using nice wrads)." The explanation is both repetitive and inadequate.

**Language: 1**

No usage of precise vocabulary is present. The response relies heavily on vague descriptions (nice thing to do ... makes people feel good ... helps a lot). Although some transitions are present, they are repetitive and overused to begin sentences (plus, because, so, also), leading to both limited syntactic variety as well as inappropriate usage.

**Conventions: 1**

The response demonstrates limited command of grade-level conventions. Errors in spelling are numerous, with misspellings of simple words like "better" or "plus," and several of the errors seriously impede meaning ("cear" for care, "allys" for always).

i think that the "power of hello" is more meaningful because, talking to people is a good skill to have for life. You'll have to talk to people for the rest of your life, like your job. The other text is all most the same thing, the meaning is that talking and, friendship is a good thing to have. The text "Inviting the world to dinner" it said that people from contrys all over the world come togter to brack bread ,but also meat and talk just like the other text. All ages came together. Now thay both have good valus ,but I thot that "power of hello" meant more to me.

**Focus & Organization: 1**

The response states an unclear argument. While the writing says the "power of hello" is more meaningful, it also states, the second passge is all most the same thing, making the reasons for passage 1 being more meaningful hard to follow most of the time. While the response has an attempt at a concluding statement, the unclear argument still makes this response a high 1.

**Development: 1**

While this response does contain one quote from the stimulus, it's difficult to determine the relevance of the information. Other allusions to the text are vague (You'll have to talk to people for the rest of your life, like your job). The response inadequately explains the evidence provided, and demonstrates little understanding of the topic, task, and stimuli.

**Language: 2**

The response demonstrates inconsistent command of precise language with some vague generalizations (The other text is all most the same thing) versus more precise wording (talking to people is a good skill to have for life). Sentences show some variety with basic transitions (i think, Now). The response attempts an objective tone but does not maintain it.

**Conventions: 2**

The response demonstrates inconsistent command of grade level conventions. Basic words are misspelled ("thot" for thought, "contrys" for countries), but these frequent errors do not significantly interfere with meaning. Sentences are correctly formed with commas in complex sentences sometimes used correctly. Inconsistent use of capitalization is demonstrated in personal pronouns and titles. This response is a low 2 in conventions.



I think that passage 1 is beeter beacuse in passage 3 in passage 1 it sayes."You let that be the last time you ever walk by somebody and not open up your mouth to speak".and there in passage 1 he tells all about how he used it in his life.like in passage 6 in passage 1 "at work i always used to say hello to the founder of the company and ask him how our business was doing".After a few years of passing by the founder i had the courage to ask him for a meeting.He asked him how far he thought i could go in his company.He said"if you wanted to you could go all the way to the front seat."

and in passage 2 it just does not show all that info.It just sayes kiek you should make frendes .

### **Focus & Organization: 2**

The response contains a weak argument with some logical progression, by providing a quote about the lesson the author learned as a child and another quote about how he applied that lesson to his life. The response is lacking an introduction or conclusion and is a very low 2 in this domain.

### **Development: 1**

While the response does provide some quotes from the passage that support the claim, the explanation is inadequate. The connection being made is mostly implied by the choice of quotes, rather than stated in the response. The response attempts a counterclaim, but it is vague and inaccurate.

### **Language: 1**

The original writing in the response contains imprecise and repetitive language (like in passage 6 in passage 1) with little syntactic variety demonstrated. Transitions are absent, and the response does not establish a formal tone.

### **Conventions: 1**

The response demonstrates limited command of grade level conventions, with frequent misspellings of simple words ("beeter" for better, "frendes" for friends) and an error that interferes with meaning (kiek). The original writing has very little complexity.

Have you ever wondered which way is best to be friendly and possibly make new friends? In the articles "the power of hello" and "inviteing the world to dinner" the authors determine which way is best to be friendly and make new friends. Based on what the authors are telling the audience they are arguing which way is better hosting salons or saying hello. In the passage "the power of hello" they use saying hello as a friendly in a friendly manner. so in the other passage it uses hosting salons as a way to make friends technically hosting salons is not a good way to make friends because it cost money for food, drinks and all other party favors. but in the power of hello they use a friendly smile and a hello which those things cost nothing. in conclusion the power of hellos way is the best way to make friends and be friendly.

**Focus & Organization: 2**

The response contains a limited introductory question and a concluding statement, with a weak argument. Some organization of ideas is present by first explaining each passage's claim and then refuting one in support of the other.

**Development: 2**

The response uses some relevant evidence from the stimuli, boiling each passage's main idea down to "hosting salons or saying hello." While a refutation of hosting salons is provided (it cost money for food, drinks and all other party favors) with the counterpoint that saying hello is better (a friendly smile and a hello ... cost nothing), these ideas are insufficiently developed.

**Language: 2**

Some precise vocabulary is employed (determine, manner, technically), but "friends/friendly" is overused. Basic transitions are present and help provide some syntactic variety despite the repetitious vocabulary, but overall the language is not varied or consistent enough for a higher score.

**Conventions: 2**

The response shows inconsistent command of grade level conventions. The opening question is correctly punctuated, and the article titles are mostly set off by quotation marks. Errors in spelling are minor, and one run-on sentence does not impede understanding. However, commas are largely absent, and grade level capitalization is inconsistent.

In "The Power of Hello" it tells you to say hello to your fellow neighbours and citizens but, in "Inviting the World To Dinner" you get to know people better because you get to sit down and talk with them. Also saying hello and talking to someone is nice but they might be late for something and you don't want to make them later. Also inviting them to dinner lets them make a plan on there time. Would you invite someone to dinner, or just when you see them say hello?

Saying hello makes people feel great, but if it's someone new you might want to just invite them to dinner to get to know them. Also there is nothing wrong with doing both. Like "hello do you want to have dinner at my house." I did both in one simple sentence they are both good ways to get to know people. The real question is which one will you use to talk to someone new? I would go with using both hello and do you want to have dinner. They are both really good ways to get to know someone new, but next time you see someone you don't know say hello or do you want to have dinner. See what you think about them.

### **Focus & Organization: 2**

The response is lacking a clear introduction but does have a limited concluding section (next time you see someone you don't know say hello or do you want to have dinner. See what you think about them). While the idea of the most useful approach to treating people is by "using both hello and do you want to have dinner" is valid, the argument of this idea is weak, with lapses in focus. Ideas are hard to follow at times, as it begins with the idea that inviting people to dinner is better, then concludes with combining it with saying hello.

### **Development: 2**

The response inadequately supports the idea of "using both hello and do you want to have dinner." Some of the evidence provided is initially explained to support why it's better to invite people to dinner (they might be late for something ... inviting them to dinner lets them make a plan), but the response then switches to the idea of doing both without further support from the stimuli, showing only a partial understanding of the topic.

### **Language: 2**

Syntactic variety is inconsistent, with many overly long sentences. Some precise vocabulary is present (citizens, simple) along with more vague words (good, nice). Transitions are basic and repetitive, with overuse of also.

### **Conventions: 2**

There are no errors that impede meaning. However, there are frequent errors in sentence formation, punctuation, capitalization and spelling that show inconsistent command of conventions.

After reading both essays i agree with the firts one. The firts eassay states that he treats everyone the same. Second one says that he takes time to study the people who come through like who has time for that? Also what if you get all these people togeather and every one ends up fighting and not liking eachother.

I like how the writer of the first essay talks about how he treats everyone the same no matter what there job is. He might not reamber everthing about the but he at least dossent acked stuck up because hes the boss and acked better than the lower jobs. He dose not talk down to the people that may have a less paying job msay not have as much bennfits.

Some may think it would be hard to try to learn stuff about someone with out even meeting that person. like what if the writer says the wrong thing so the both sit the all awerdly. Some may even get mad over it and now you got your self some drama.

What if you get all these strangers together and they all ind up hatting each other. Say some one says somthing and someone takes it the wrong way and now there fighting...what you going to do kick them out.

There are just to many bad thing that may happen in the second writting prompt so thats why im going with the firts and i can relate my self better in the firts tham the second

### **Focus & Organization: 2**

The response contains a limited introduction and conclusion with a weak argument (There are just to many bad thing that may happen in the second writting prompt). Some attempts are made at organization, but logical progression of thoughts is hard to follow. Some relationships between the evidence is clarified, but the response has lapses in focus.

### **Development: 2**

The evidence provided from the stimuli is relevant, but insufficient and repetitive. The response does explain some of the evidence provided to partially support the claim (he treats everyone the same he at least dossent acked stuck up because hes the boss and acked better than the lower jobs). However, a majority of the response is addressing the counterclaims with the idea that a dinner party could cause drama and fighting. While proving an argument by provided the negative perspective is a valid choice, the argument here shows some inaccuracy and demonstrates only a partial understanding of the topic and stimuli.

### **Language: 2**

The response does not establish or maintain a formal style, or objective tone. Syntactic variety is inconsistent with many long sentences and imprecise, sometimes repetitive vocabulary used to express ideas (stuff ... drama ... mad ... bad). Basic transitions are occasionally used.

### **Conventions: 2**

Several errors in spelling of basic words that should be familiar for seventh grade are present ("firts" for first, "acked" for act) and some errors interfere with meaning (awerdly). Punctuation is inconsistent, with no commas or apostrophes in contractions and possessives.

A7

Sentences are mostly formed correctly, with some awkward phrasing. Overall, command of grade level conventions is inconsistent.

How often do you just say "Hello" to someone? Someone could be having a bad day and just sayin "Hi" or "Hello" could change their whole perspective. Just saying a couple words could change someones day.

Passage 1 talks about how no matter how high you are in life you can always lift someone up. In paragraph 5 it states, "I believe that every person deserves to feel someone acknowledge their presence, no matter how humble they may be or even how important." In paragraph 6 it says, "But I also spoke to the people in the cafe and the people who cleaned the buildings and asked how their children are doing." Also in paragraph 8 it says, "The day you speak to someone who has their head down but lifts it up and smiles, you realize how powerful it is just to open your mouth and say, "Hello."

In passage 2 it talks about how a guy invites many people to his house every Sunday. In paragraph 11 it states, "People from all corners of the world come to break bread together, to meet, to talk, to connect, and often to become friends." In paragraph 12 he says, "I believe in introducing people to people." "People are the most important thing in my life."

Passage 1 has better evidence and a better timeline. The passage is more based off his life and experience. In passage 1 it says, "She said, "You let that be the last time you ever walk by somebody and not open up your mouth to speak, because even a dog can wag its tail when it passes you on the street." Passage 1 has much better evidence than passage 2.

In conclusion, "The Power of Hello" is better than "Inviting the World To Dinner". Passage 1 talks about how no matter your age or importance you can still make one another feel better just by saying, "Hello." While passage 2 talks about a man having many different friends over from all around the world to his house every Sunday. Passage one is better in many ways.

### **Focus & Organization: 2**

While the response contains an introduction and conclusion, the organization breaks down in the body paragraphs. The argument that passage one is better is weak, with lapses in focus apparent due to the lack of development.

### **Development: 2**

The body of the response consists of many quotes, with a summary of each passage repeated throughout the response, but very little explanation of how the quotes are relevant to any claims or counterclaims. Paragraph 4 contains the claims that passage 1 has "better evidence and a better timeline," but this idea is vague and how the quotes are relevant support for these ideas is not sufficiently elaborated.

### **Language: 2**

Transitions and syntactic variety are limited in this response, as most sentences are in the repeated format: In paragraph X it states/says "quote." While there is occasionally precise vocabulary, it is inconsistently used due to the large volume of quoted text in the response.

### **Conventions: 3**

While the response contains a lot of quoted material, the quotes are correctly incorporated. Spelling errors are minor and infrequent, and appropriate capitalization and punctuation throughout demonstrates consistent command of grade level conventions.

Treat everyone with respect. Having respect for someone can change how they see you as a person. Respect is a golden rule in life. Howard White's approach is more useful because he wants you to treat everyone the same and he thinks you need to talk to everyone you meet.

Treat everyone with respect. Passage 1 states that " I believe that every person deserves to feel someone acknowledge their presence, no matter how humble they may be or even how important." This means that he believes everyone deserves respect no matter what. Passage 1 states that " I've become vice president, but that hasn't changed the way I approach people. " This means that how ever high of a position you are you still respect people above or below you. Treating people with respect gifts you with respect. Respect is a key way to approach people.

Talking to people is key in life. Passage 1 states that " The day you speak to someone who has their head down but lifts it up and smiles, you realise how powerful it is just open your mouth and say "Hello." This means talking to someone can improve yours and their day. Passage 1 states that " I've learned that speaking to people creates a pathway into their world, and it lets them come into mine,too." This means that if you talk to people you learn about them. If you don't talk to people you won't know anybody. Talking to people is the best way to approach somebody.

Treating people with respect and talking to people are the best ways to approach someone. Talking to people lets you learn about them. Giving people respect lets them know that they are doing what they are supposed to. Helping that one person can change their life.

### **Focus & Organization: 3**

The response provides a relevant introduction and conclusion and states a claim with a clear argument (Respect is a golden rule in life. Howard White's approach is more useful because he wants you to treat everyone the same and he thinks you need to talk to everyone you meet.). The response logically orders reasons and evidence to create a mostly unified whole in support of the claim.

### **Development: 2**

The response uses mostly relevant, but insufficient evidence from the stimuli. The evidence and explanations are repetitive, with entire sentences repeated multiple times throughout the response (Treat everyone with respect. ... Talking to people is the best way to approach somebody). The explanation of the quoted material frequently reiterates the quote, rather than elaborating on it ("I believe that every person deserves to feel someone acknowledge their presence, no matter how humble they may be or even how important." This means that he believes everyone deserves respect no matter what). The response also does not acknowledge counterclaims, or any information from passage 2. Combined with the repetitiveness of the explanation, this shows only a partial understanding of the task and stimuli.

\*Note that while acknowledgment of counterclaims is expected in grade 7, failure to do so does not preclude a response from a score of 3 or higher in development, if other aspects of development are adequate. In the case of this response, along with failing to acknowledge counterclaims, the development of the claim is insufficient and repetitive, making this holistically a 2.

**Language: 2**

Syntactic variety is inconsistent, with original writing consisting of many short and simple sentences. Several sentences are repeated multiple times, which also not only shows a lack of syntactic variety, but also a lack of vocabulary. Similarly, transitions are absent.

**Conventions: 3**

Minor errors do not interfere with meaning. While there is less complexity demonstrated in original writing, enough is shown to demonstrate consistent command of grade level conventions, with quotes and possessive apostrophes correctly incorporated in the response.



Saying and talking to people is a very important task to do when meeting someone. Passage one because saying "hi" or "hello" is the most useful. Especially in every day life.

One reason is saying "hello" is always a nice thing to do when meeting someone. The passage The Power of Hello states, "You let that be the last time you ever walk by somebody and not open up your mouth to speak, because even a dog can wag its tail when it passes you on the street." This shows how talking to someone can be nice. Passage 1 also states how she always talked to the people at her work and how it built up her courage to ask for a meeting. This shows how talking to the people around you can even help you too. This is just one of the reasons saying hi is most useful.

Another reason is if you don't say something it can make someone feel better that day. The first passage states, "I believe that every person deserves to feel someone acknowledge their presence." This shows how saying something even a small can help other people. The passage, The Power of Hello states, "The day you speak to someone who has their head down but lifts up and smiles, you realize how powerful it is just to open your mouth and say, "Hello." This is how you can make someone's day by saying something. This is the reason saying hello is so important.

One might think that talking to everyone is dangerous because they could be strangers. But meeting everyone around the world is more dangerous. Passage 2 Inviting the World to Dinner states, "I travel to see friends, even-or especially- those I've never met." This shows how you are meeting people you don't even know.

In conclusion saying hi is a very polite thing to do because you can make someone's day with just a simple word, hello. In all saying hello can leave everyone on a good note.

### **Focus & Organization: 3**

The response contains a relevant introduction and conclusion, with the introduction stating a clear claim. The response maintains a clear argument (saying "hi" or "hello" is the most useful), with adequate organizational strategies providing a logical progression of ideas.

### **Development: 3**

The response utilizes relevant and sufficient evidence to support the claim by incorporating quotes from the text, and then elaborating on how the quote is significant (it built up her courage to ask for a meeting ... This shows how talking to the people around you can even help you too). While the response's refuting of counterclaims is less clear, the response does acknowledge a counterclaim (meeting everyone around the world is more dangerous) which is sufficient for grade 7 standards.

### **Language: 3**

The response demonstrates consistent command of syntactical variety with appropriate and varied transitions. The response also maintains an objective and formal tone. Vocabulary in this response is less precise (a nice thing to do) but, this does not outweigh the positive aspects, making this response a low 3 in language.

### **Conventions: 3**

The response demonstrates consistent command of grade level conventions. While a few minor spelling errors, and some awkward phrasing are present, they do not significantly interfere with meaning. Overall, sentences structure, usage, capitalization and punctuation are correct with some complexity.

In the passages, "The Power of Hello" and "Inviting the World To Dinner" talk about how you should treat others. In my opinion, "Inviting the World to Dinner" would be more useful path to take.

"Inviting the World To Dinner" talks about a guy who hosts a Sunday dinner in his own home every week for the past thirty years. He would invite anyone, even total strangers, no matter who they are, to his house to eat dinner. He states, "I have long believed that it is unnecessary to understand others, individuals, or nationalities; one must, at the very least, simply tolerate others." I believe this means that no matter the race, or their nation, they should simply welcome them.

I also believe "Inviting The World To Dinner" is a better passage on how to treat others because of how it shows that you should treat others equally. In the text It states, "All ages, nationlities, races, and professions gather here..." People from anywhere in the world can talk, laugh, and have fun no matter who they are or where they come from.

He gives the oppurtunity to let people dine and hang out with people from acrss the globe. Each week, he makes a point to remember everyones name so that he could introduce everyone to each other effortlessly. He states, "I believe we should know each other. After all, our lives are all connected." With this statement, this shows that we should all be fair and equal because we all are connected in a way, and that you arent no better than the others.

In conclusion, Passage two is a better consideration to look at if you wanted inspiration on how to approach or the most effective way to treat others with respect or get to know someone better. People are all different in a way no matter what their flaws are, they dont make them any more important than anyone else. We are all equal, and we should treat others with respect even if they're not like you.

### **Focus & Organization: 3**

The response contains a relevant conclusion, with a perfunctory, but relevant introduction that states a claim (*In my opinion, "Inviting the World to Dinner" would be more useful path to take*). A clear argument is maintained through the response, with logically ordered reasons and evidence.

### **Development: 3**

The response uses relevant and sufficient evidence to support logical claims but does not address counterclaims. However, the development of the support for why passage 2 is better is adequate and accurate, with explanation and elaboration of cited quotes clearly tied to why passage two has better advice on treating people (*After all, our lives are all connected." With this statement, this shows that we should all be fair and equal because we all are connected in a way*). This shows sufficient understanding of the topic, task, and stimuli.

### **Language: 3**

The response shows consistent command of precise vocabulary (*opportunity, consideration, inspiration*), and syntactic variety with many sentences showing correct usage of clauses to create meaning and reader interest. Appropriate and varied transitions are present (*With this statement, In conclusion*), and the response maintains a formal tone.

**Conventions: 3**

Errors in conventions are minor (missing apostrophes in some contractions, misspelling of complex words [*opportunity*]), extra commas) and do not interfere with meaning. The response shows some complexity, with the majority of complex sentences correctly punctuated.

Treating others the way you want to be treated is essential to life. In the passages "The Power of Hello" by Howard White and "Inviting the World to Dinner" by Jim Haynes information was given on how the author's treat other people. Howard White acknowledges everyone he walks past. Jim Haynes hosts a worldly dinner every Sunday. Howard White has a more useful approach on treating others.

Howard White acknowledges everyone he walks past. The passage states, "It's all based on one simple principle: I believe that every single person deserves to be acknowledged, however small or simple the greeting." White learned this lesson when he was younger from his mom. He has taken it with him every where he goes now. Howard states, "I believe every person deserves to feel someone acknowledge their presence, no matter how humble they may be or even how important." He would talk to his boss almost everyday, but he would also talk to the people working the cafe or the cleaners. Everyone, even the important people, would be acknowledged by Howard.

Jim Haynes hosts a worldly dinner every Sunday. The passage states, "Every week for the past thirty years I have hosted a Sunday dinner in my home in Paris. People including total strangers, call or e-mail to book a spot." People from all around the world come to Haynes' dinner to meet, talk, and connect with total strangers. Jim believes in introducing people to people. Haynes states, "People are the most important thing in my life." Jim welcome anyone and everyone with open arms to come to his worldly party. He introduces everyone and the party ends with many new friendships.

"Inviting the World to Dinner" by Jim Haynes explains how he treats other people. The text states, "There is always a collection of people from all over the globe." While Jim is doing a great job of introducing cultures to one another, not everyone can travel the world or host worldly parties. Meaning not everyone can treat others like this. The passage "The Power of Hello" by Howard White gives a more useful way of treating others. The passage states, "At work, I always used to say hello to the founder of the company and ask him how our business was doing. But I also spoke to people in the cafe and the people who cleaned the buildings and asked how their children were." Jim is now the vice president of the company, after always saying hello to everyone the act of kindness lead everyone to enjoy his presence. Anyone and Everyone can acknowledge everyone they pass.

Jim Haynes introduces different cultures together at his Sunday dinners in Paris. While Howard White acknowledges everyone he walks by. Howard White provided a more useful way to treat others. In the passages "The Power of Hello" and "Inviting the World to Dinner" information was given on how the author's treat others. No matter how you do it, you should always treat others the way you want to be treated.

### **Focus & Organization: 3**

The response provides an effective introduction, and relevant conclusion. The response states a claim (Howard White has a more useful approach on treating others) and maintains a clear argument, with some sophistication. However, a large amount of the response is summarizing the passages, and is only mostly unified, with some gaps in cohesion.

### **Development: 3**

The response provides a lot of information from the passages, but not all of it is clearly relevant. Only some of the evidence is connected to claims with explanation. However, the explanations given are sufficient (always saying hello to everyone the act of kindness lead

everyone to enjoy his presence) with some acknowledgment and refutation of counterclaims (not everyone can travel the world or host worldly parties).

**Language: 3**

The response shows consistent command of precise vocabulary (essential) and some syntactic variety. Transitions are less clear, but the response does maintain a formal style and objective tone.

**Conventions: 4**

The response has minor errors in spelling, but they are generally in complex words (aknowledge ... introduuces) and do not interfere with meaning. Otherwise, conventions of standard English are consistent, with sophisticated punctuation and use of quotes demonstrated.

The power of hello is more useful. Every day you can stop and take the time to say "hello". You don't need money to say hello. It states in passage 1 that the person said hi to the boss and talked about business, but she also talked to the cleaners and cafeteria workers. This shows how this didn't take much time, it didn't take any money, and not very much energy. Hosting a dinner can take time, money, and energy you don't have. If you do host a big dinner however, you would see more people and more people would mingle. What I just told you may be true ,but imagine if everyone on earth just said hi, hello,or how are you once a day. That would spread very fast.

Yes, an international dinner would be amazing. People from countries all over would be mingling ,yet money might be tight for you. Time is hard to find too ,but just saying hello is free and non time consuming. This would allow you to say hello to whoever, and it makes you and the other person feel good. If someone you know, or don't know, is feeling down than you might not be able to prepare them a meal, but if you simply say "hello", not only their day, but also your day may be turned around. In passage 1 it states that the person talked to the boss every day and finally asked for a meeting with him; now that person is the vice president at their job. The person still greets others the same way no matter how big or little their position is.

In passage 2 it states that he tried to memorize everyone's name, job, and where they are from. That is major time consuming ,for it also states there are fifty or sixty people there, some days twice that many. If I say hello every day to the same one person, I will develop a great relationship, and that relationship will blossom. Having bunches of different people every week, well I may only see them that once. Finally, saying hello may be the easiest and smallest thing you can do, yet it might be the most powerful way to spark a relationship.

#### **Focus & Organization: 4**

The response provides a relevant, but brief introduction, and concluding statement that could be more effective. However, the response does state a clear claim (The power of hello is more useful) and maintains a sophisticated argument with logical order that was enough to push the response to a low 4.

#### **Development: 4**

The response is concise but effective. Information from the passage is used, without being directly quoted, to support the claim with sophisticated ideas (If I say hello every day to the same one person, I will develop a great relationship, and that relationship will blossom) that acknowledge and refute counterclaims (Having bunches of different people every week, well I may only see them that once).

#### **Language: 3**

The response shows consistent command of precise vocabulary (amazing, blossom) and domain specific vocabulary (international, mingling) with consistent syntactic variety. Transitions are appropriate (In, Finally), but underutilized.

#### **Conventions: 3**

The response has a few minor errors that do not interfere with meaning. The response shows consistent command, but a lower level of complexity that keeps it from being sophisticated.

Have you ever been walking down the street and greeted someone if not why have you not. Today in our day and age there are many ways you can start conversations and make friends, but the problem is choosing a way to make them. You could as is stated in passage one greet everyone you can or as is shown in passage two hold events and parties. But the simplest way by far is to just greet everyone you can.

To explain, why greeting people is the best way to get to know somebody. Saying hello is such a simple gesture but it can go a long way. As stated in "The Power of Hello", "I've learned that speaking to people creates a pathway into their world, and it lets them come into mine, too." This evidence supports that greeting somebody is the best way to get to know them. Creating events and parties is also much harder and require more work then simply saying hello to somebody on the street. To create a party or event you require plenty of room which some just do not have as well as a way to spread the word that you will host the event.

To continue, it is obvious where some people are coming from about rather making events then greeting everyone. In a event you can meet many more people at a time you could hold games or simply a place to talk. But as stated in passage two, "People including total strangers, call or e-mail to book a spot. I hold the salon in my atelier...." You cannot forget how much work it will take to organize a event like this you will need to take care of the guests and have a place for the event. Many people will feel nervous hosting these events you could embaress your self but how will you emberass yourself greeting someone in public. You will not have to go out of your way to greet someone you could do it in school work or even a walk through the park.

In conclusion, greeting someone is the best thing you could do to to get to know someone new. It is much easier and doesn't require planning. You will not lose anything saying hello the worst that could happen is them ignoring you. You could do it basiclly anywhere. So next time you walk past someone remember to say hello.

#### **Focus & Organization: 4**

The response is effectively organized, with an effective introduction that establishes both options, and states a clear claim. An effective conclusion sums up the sophisticated argument that saying hello is a better option because it has few drawbacks, (doesn't require planning ... You could do it basiclly anywhere). Ideas are logically ordered and relationships among claims and counterclaims are effectively clarified.

#### **Development: 4**

The response utilizes well chosen, relevant, and sufficient evidence. Quoted material is explained with elaboration and reasons connecting the evidence from the stimuli to the claim, demonstrating thorough and insightful support for saying hello. The response acknowledges counterclaims (In a event you can meet many more people at a time you could hold games or simply a place to talk), while effectively refuting them (Creating events and parties is also much harder and require more work).

#### **Language: 4**

The response demonstrates consistent and sophisticated command of precise language and domain specific vocabulary (simple gesture, require plenty of room, host the event). The

response contains sophisticated command of syntactic variety for meaning and interest, that can be harder to discern due to the lack of correct commas but is present. Transitions are appropriate and varied, and the response effectively establishes and maintains a formal style and tone.

**Conventions: 3**

The response demonstrates consistent command of grade level conventions of English. However, errors in sentence structure and comma usage, while they do not significantly interfere with meaning, are pervasive and limit the response to a score of 3 in this domain.



Do you speak to everyone you see on the street? In the passage "The Power of Hello" by Howard White, there is a little boy who got some life changing advice from his mom. The little boy carried this with him for the rest of his life. When he became an adult he ended up becoming very successful because of it. The author's approach to teach how to treat others was very useful.

First, everyone deserves a chance to be noticed, no matter where you are or who you are. White states, in paragraph 1, "It's all based on one simple principle: I believe that every single person deserves to be acknowledged, however small or simple the greeting." This shows how no matter where you are, it's always kind to greet people. Also, in the passage, in paragraph 5, White states "I believe that every person deserves to feel someone acknowledge their presence, no matter how humble they may be or even how important." This is proof that the author really portrayed how no matter who you are, everyone feels good when they are acknowledged at least once. Overall, it doesn't matter who someone is and it doesn't matter where you are; greeting each other makes everyone feel happier.

Second, the author gives advice in the passage of how to create a better character. In paragraph 3, White states, "You let that be the last time you ever walk by somebody and not open up your mouth to speak, because even a dog can wag it's tail when it passes you on the street." This is great evidence that no one should have an excuse to not greet someone. In paragraph 4, it says, "I realized mine was cemented that day when I was ten years old." This shows how this part of his character, would stay with him for the rest of his life. In the end, greeting people can build your character into a strong, yet kind, person that everyone wants to be around.

In the article, "Inviting the World to Dinner" by Jim Haynes, he gives a story about a man who invites people from all over to his house. In paragraph 18, Haynes states, " I have long believed that it is unnecessary to understand others, individuals, or nationalities; one must, at the very least, simply tolerate others." It's true that, learning to deal with each other allows us to love each other equally no matter what, however I think that White, in the first passage, portrays better ideas on how to create a good character.

The author portrayed greatly, of how to treat everyone with respect no matter what. It doesn't matter if your in the street, or at the movies, greeting people is always necessary. With that being said, it also doesn't matter who your approaching, you can always be kind. Sure, we need to know how to tolerate others, but the first passage just had better advice for treating others with respect, and building character. In summary, next time you see someone, don't just walk past them, say hello, or ask them how there day was; I guarentee it will make their day.

#### **Focus & Organization: 4**

The response opens with a relevant introduction, while an effective conclusion sums up the argument. The claim is clear (it's always kind to greet people), and the organization of ideas effectively creates cohesion.

#### **Development: 4**

The response uses well-chosen quotes from the stimuli, then elaborates on each and explains how it's relevant to the claim. The argument is insightful (greeting people can build your

character into a strong, yet kind, person that everyone wants to be around). The response acknowledges counterclaims (It's true that, learning to deal with each other allows us to love each other equally), and although the refutation is unsupported, the acknowledgment is sufficient for grade 7 standards.

**Language: 4**

The response uses precise vocabulary (notice, portrayed, character) and sophisticated command of syntactic variety creates reader interest. Transitions are varied and sophisticated, and found throughout the writing (Overall, With that being said). The response maintains a formal tone.

**Conventions: 4**

Errors in spelling are confined to more complex words like "nationalites," and do not interfere with meaning. A few minor errors in usage ("your" for you're) do not outweigh the complex use of punctuation in the response, including semicolons, which are above grade expectations.

No matter if you're an Austrian healthcare provider, a b-average student from Germany, or a truck driver from Arizona, communication with others is a crucial part of your life. Communication and social engagement skills weild vast importance in the modern world, and it's essential to use them effectively in creating and maintaining success in both a personal and economic settings. However, when it comes to determining the way in which you want to conduct these arts of sociality, you may be overwhelmed by the many different routes one is able to choose to upholding a health social setting. In the midst of these choices, "The Power of Hello" by Howard White and "Inviting the World To Dinner" by Jim Haynes attempt to provide the most efficient ways to communicate with people; but, which text shows a more useful way to treat others?

Our first text, "The Power of Hello", is a peice about Howard White, a now corporate vice president who derives his success from the art of acknowledgement of others. Within White's writing, he tells a story of the reason why he got the way he is, through an account of an interaction with his mother, then goes on to describe the benefits of what he does. The main aspect of what Howard promotes is simply to communicate with his corporate peers in order to, as stated in paragraph 5 of his text, "creates a pathway into their world, and it lets them come into mine, too." The value of this, as expressed by him, is that it one to mutually bond with another and learn about them simply through speaking to them. As an example of this, he describes how something as simple as a "Hello." is able to bring happiness upon someone who isn't feeling all too great.

On the other side of the spectrum, we have the less corporate based "Inviting the World To Dinner" by Jim Haynes. As opposed to the previous writing, Jim Haynes attempts to persuade the reader to take on a more "getting to know" type of style in managing relations with other people. This is abudantly clear throughout even the first few paragraphs of his peice, as Jim opens with how he just merely wants to meet with others and "connect", as stated in the third paragraph of his essay, using his weekly "salons" as a vassal to do so. The author of this text's process of communication is a lot more down to earth and person to person, which is best described by the statement, "I have a good memory, so each week I make a point to remember everyone's name on the guest list and where they're from..." from his writing. Jim gets to know the people that attend his meetups and feasts, the likes of which are from groups of people or nations that he has not attended or fimiliarized himself with.

There now lies the question, which of these authors holds a better stance on the act of communication? For anything but a large corporate setting, the answer would be Jim Haynes of "Inviting the World To Dinner". While Howard's idea of interaction may be good for managing an intensely vast amount of people, like in the setting he describes, the way at which he is able to manage others is well outdone by Jim's ability to truly get down to earth and understand the people that he meets at his salons is unmatched by the abilities of the processes described within "The

Power of Hello". Jim Haynes doesn't just acknowledge the people he meets, he actively puts in an attempt to get to know and understand them as human beings on the same level as him. Best stated in "Inviting the World To Dinner", "I (Jim) believe in introducing people to people." He has an unbridled care for the people he talks to, not about gaining a higher position in a company; he actively enjoys and desires to grow a closer connection to the people that communicate with him at his salons, whether they be from the hottest desert in the world, or simply just a dude from Vermont. What truly separates Jim from Howard is that he strives for the interaction that he gets, and doesn't just do it to treat them. There's a certain mutual connection to both the people in a setting like that of "Inviting the World To Dinner"'s idea of communication that is simply unmatched.

Therefore, Jim Haynes has a more solid grasp of the communication. He doesn't just talk to people, he understands and gets down to their level. His employed tactic helps understand someone, not just make them feel acknowledged. As such, I sincerely hope that you use ways such as his to further your social abilities and gain a better understanding of other people.

#### **Focus & Organization: 4**

The response provides a relevant and effective introduction that demands reader attention, and a solid conclusion. The argument is sophisticated, clearly stating that Howard's approach is more superficial and corporate focused, while Haynes is more approachable and interested in genuine interactions with people. The response is effectively organized with reasons and evidence, and relationships among claims are effectively clarified.

#### **Development: 4**

The response utilizes a few well-chosen and relevant quotes, and other details from the stimuli to support a thoroughly elaborated explanation of each passage's approach to treating people, and which is more useful. While the response acknowledges counterclaims (he describes how something as simple as a "Hello." is able to bring happiness ... Howard's idea of interaction may be good for managing an intensely vast amount of people, like in the setting he describes) it effectively refutes them in favor of Haynes salons (he strives for the interaction that he gets, and doesn't just do it to treat them. There's a certain mutual connection to both the people ... that is simply unmatched).

#### **Language: 4**

Precise language (crucial, spectrum) and domain specific vocabulary (social engagement skills ) that exceed grade level are consistently present, with sophisticated command of syntactic variety that holds reader interest. Rich and varied transitional words and phrases are used to move the reader from one concept to the next with ease. A formal style and objective tone appropriate for the task is established and consistently maintained.

#### **Conventions: 4**

A few minor errors in spelling are present (familiarized, unbridled, vassel for vessel), but do not interfere with meaning. While some sentences have an awkward structure, these are few and are vastly outweighed by the number of complex sentences with correct and complex punctuation, showing a consistent and sophisticated command of grade level conventions.



Tennessee Comprehensive  
Assessment Program TCAP  
English Language Arts  
Grade 7 Test Practice  
Spring 2025

