Alabama Reading and Mathematics Test

Item Specifications

for

Reading

Grade 7

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State Superintendent of Education
Alabama State Department of Education
Montgomery, Alabama
Bulletin 2005, No. 89
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ARMT GRADE 7 READING

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ARMT GRADE 7 READING

INTRODUCTION

This bulletin provides specific information about the Alabama Reading and Mathematics Test (ARMT). Educators representing each State Board of Education district as well as both city and county school systems served on committees to determine the content standards on which the ARMT is based. In addition, educators from throughout the state of Alabama served on committees to review the content of the tests, including selecting reading passages, reviewing specific test items, and determining achievement levels.

Teachers must be familiar with the information in this bulletin so that they may incorporate effective teaching of the reading content standards with classroom assessments. Using classroom assessments with similar test formats from time to time will help to enable students to demonstrate proficiency on the various content standards in reading.

Two item types are included in the ARMT. Multiple-choice and open-ended items assess student performance on the ARMT in reading. Multiple-choice items carry a point value of one, while open-ended items carry a point value of three. In this document, teachers will see sample reading selections and representative item types for reading.

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DEFINITION OF READING MATERIALS

**Literary/recreational** reading materials are generally read for pleasure, such as magazine articles, poetry, novels, and short stories.

**Informational/textual** reading materials are generally read for information, such as materials containing charts or graphs and materials found in encyclopedias, textbooks, lab manuals, essays, and news magazines.

**Functional** reading materials are generally read for a precise action, such as directions, maps, schedules, menus, catalogues, instructions, and other materials generally encountered in everyday life beyond the classroom.
## ARMT GRADE 7 READING

### CONTENT STANDARDS

#### Grade 7

<table>
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<th>CONTENT STANDARD</th>
<th>POINTS POSSIBLE</th>
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| 1 – Apply strategies appropriate to the type of material, including setting purposes for reading and making generalizations, to comprehend seventh-grade literary/recreational materials.  
  • Distinguishing factual from fictional materials  
  • Determining sequence  
  • Using specific context clues  
  • Applying self-monitoring strategies  
  • Drawing conclusions  
  • Confirming or refuting predictions | 10              |
| 2 – Relate literary elements and devices to each other, including main idea and supporting details, climax, point of view, and imagery.  
  • Mood  
  • Flashback | 15              |
| 3 – Distinguish among the major genres—including poetry, short stories, novels, plays, biographies, and autobiographies—and sub-genres such as folktales, myths, parables, fables, and science fiction—based on their characteristics. | 7               |
| 4 – Apply strategies that include setting purposes for reading, distinguishing fact from opinion, making generalizations, and reviewing to comprehend textual/informational and functional materials.  
  • Determining sequence of events  
  • Using specific context clues  
  • Applying self-monitoring strategies  
  • Drawing conclusions | 15              |
| 5 – Recognize the use of textual elements, including main idea and supporting details, and gain information from various text formats, including graphs. | 16              |

**TOTAL POINTS POSSIBLE** 63
PASSAGES WITH ITEMS

These are the directions given to students.

DIRECTIONS:
Read each passage. Then read each question about the passage. For some questions you will need to choose the best answer and then mark the space in your answer document. For other questions you will need to write your response in the answer document.
Of Cabbages and Kings

In a distant kingdom long ago, lived a king named Ajal. He had a clever counselor named Ruddin. This adviser did his best to help the King make wise decisions, but the King often ignored him. The King wanted Ruddin to agree with him instead of pointing out other choices.

One day, the King’s royal cook bought a cabbage from the market. Ruddin was passing through the kitchen when he saw the cook with the cabbage. He thought of an idea and suggested that the cook try a new recipe. He knew that this great new dish would delight King Ajal.

Sure enough, upon tasting the special cabbage, King Ajal exclaimed, “This is the most delicious thing I’ve ever tasted! Tell me, what is this vegetable I am eating?”

Ruddin spoke up with pride. “Most glorious King, the vegetable you are eating is cabbage. In all lands, the wisest and most noble of people have agreed that cabbage is the greatest of all foods and the one most suitable for a king.”

“Very well,” said King Ajal, “then I decree cabbage to be my kingdom’s food of choice. Have my royal cook prepare cabbage for every meal from here on until the end of my days. Let it be known that my people are served only the noblest of all foods.”

The cook groaned when he heard this news. He knew only one recipe for cabbage. Still, he was a servant of the King. If the King wanted to eat cabbage at every meal, then the cook had no choice but to follow royal orders.

For the next week, the cook invented new ways to prepare cabbage for every meal. He served it boiled, broiled, baked, frittered, fried, pickled, parboiled, and sliced into strips. Before long, he had run out of ways to serve cabbage.

One day, as all the people in the castle were cringing at the thought of eating cabbage soup, King Ajal cried out, “I hate cabbage! I hate it!”

Ruddin stood up to speak. “Most noble and virtuous King, your wisdom is deeper than the deepest well. Teachers of knowledge in all the lands agree that the cabbage is the worst of all foods.”

The King first nodded, and then looked puzzled. “Ruddin,” he said, “why did you praise the cabbage last week when I liked it, but insult it today when it no longer pleases me?”

“Ah, noble ruler,” answered Ruddin, “I am only a servant of the King.”
1. The author includes the information in the first paragraph of this story to —

A give the reader a clue about the focus of the plot
B present the reader with an opinion about Ajal’s kingdom
C furnish the reader with a summary of the tale
D help the reader compare the two main characters

2. This story would most likely be found in a —

A cooking website
B collection of folktales
C travel magazine
D book of famous people

3. Read this sentence from the story.

The cook groaned when he heard this news.

Why does the cook react this way to the King’s words?

A The cook thinks it is unfair for the King to expect him to work so hard.
B The cook objects to the fact that Ruddin is telling the King what to do.
C The cook feels that the King’s request is almost impossible to achieve.
D The cook has hurt feelings because the King prefers one food over another.
ARMT GRADE 7 READING

4. Ruddin *most likely* believes that the King is —
   A undeserving of any useful advice
   B smart enough to learn a good lesson
   C ignorant about the right kind of food
   D wise in the ways of ruling a kingdom

6. Ruddin develops his plan to fool King Ajal because the King —
   A deserves to be the victim of a trick
   B likes to be treated to a good joke
   C fails to listen to helpful advice
   D hopes to mislead others as well

5. Why does Ruddin *most likely* choose cabbage to prove his point?
   A Its ordinary nature emphasizes King Ajal’s foolishness.
   B Its great popularity is known throughout King Ajal’s land.
   C Its simple preparation makes it easy for the cook to serve it.
   D Its delicious taste guarantees people will not mind eating it.

7. Read this sentence from the story.
   One day, as all the people in the castle were cringing at the thought of eating cabbage soup, King Ajal cried out, “I hate cabbage! I hate it!”
   How does this sentence set the mood at this point in the story?
   A It shows the characters are upset with their food choices.
   B It shows the characters are angry at the King and his cook.
   C It shows the characters are tired of being tricked.
   D It shows the characters are not aware of Ruddin’s plan.
8. Read this sentence from the story.

He served it boiled, broiled, baked, frittered, fried, pickled, parboiled, and sliced into strips.

How does this sentence best support the idea that eating cabbage was overwhelming the people of the kingdom?

A  It uses several words that start with the same letter.
B  It presents a lengthy list of ways to prepare it.
C  It describes the cook's different vegetable recipes.
D  It provides a variety of enjoyable choices.

9. The author of the story probably believes that people —

A  will tire of something unless it is presented in different ways
B  like to try new ideas as long as they are not ordered to do so
C  enjoy playing a trick on someone as long as it does no harm
D  learn best when they are allowed to discover their own faults

10. To understand that this story would be considered a fable, it is important for the reader to know that —

A  all the characters are from royal families
B  some of the events occur at home
C  part of the story line happens in the past
D  one of the characters learns a lesson

11. Read this sentence from the story.

In all lands, the wisest and most noble of people have agreed that cabbage is the greatest of all foods and the one most suitable for a king.

Why does Ruddin use these words when he describes cabbage?

A  He agrees with those who think cabbage is the best of all foods.
B  He knows that vanity will prompt the King to eat the cabbage.
C  He realizes people will not eat cabbage unless he recommends it.
D  He wants to fool the cook into trying new ways to cook cabbage.
12. When the King has two different opinions about the cabbage, why does Ruddin agree both times?

Use details from the story to support your answer.

Write your response in the answer document.

13. Explain how the story’s events lead to the climax of the story.

Use details from the story to support your response.

Write your response in the answer document.

14. What does the story show you about King Ajal’s character?

Explain how the King changes from the beginning to the end of the story.

Support your answer with examples from the story.

Write your response in the answer document.
Make Room for Brooms!

This story is based on true events. George M. Jones was a real person who helped a group of Alabama tenant farmers find a way to make money during hard times.

The room was already packed with people when Lily and her family arrived for the meeting at George Jones’s house. After a quick “hello” to their friends, Lily and her family settled in some empty spaces on the floor.

Lily’s parents, like everyone else at the meeting, were tenant farmers. That meant they did not have their own land. Instead, they farmed land that belonged to someone else. Lily had grown up helping her parents plant and harvest cotton. After paying the land owner for the use of the land, they barely had enough money left for food and clothes.

The Great Depression, however, had changed everything. The price of cotton had dropped very low because nobody could afford to buy it. Rural communities such as Lily’s, located just outside of Florence, Alabama, were suffering even more than the big cities.

“We can’t go on this way!” one woman declared. “We don’t even have enough to eat!”

The room erupted with voices as other farmers added their complaints.

“My kids are wearing rags!”

“There’s no money for Dad’s medicine!”

“Things are getting worse instead of better!”

Finally, the voices seemed to merge into one despairing cry: “And there’s nothing we can do about it!”

George Jones, the manager of all the tenant farms, held up his hand for silence. “That’s where you’re wrong. What if we were to start our own business?”

Shocked, the crowd stared at him, open-mouthed. “Start our own business?” a man called out. “Selling what?”

“Brooms,” George replied simply. “Think about it. Everyone uses them. You need a kitchen broom for the kitchen, a parlor broom for the parlor, and a yard broom to sweep away grass and weeds. We can grow the broomcorn grass used in making the brooms ourselves. Everyone can help, even the kids. We’ll sell the brooms we make and split the money. It won’t be much, but it will help.”

Once again, the room buzzed with voices, except now they sounded hopeful.

In the days that followed, everyone was busy. Lily helped plant the broomcorn that would be harvested and used in the future. Since the tenants wanted to start making brooms right away, they ordered a huge amount of yellow broomcorn from Nashville. The children helped sort the stalks by size, color, and quality, and soaked them in water, which made them easier to manipulate. Some brooms were made by hand, but the work went much faster after the farmers ordered a special machine called a “broom winder” that came all the way from St. Louis.

In what seemed like no time, their first batch of brooms was ready. They would be sold for twenty-five cents each. Looking at the pile of beautiful new brooms, Lily felt sure they would sell quickly. She smiled slightly as she picked up one of the brooms and pretended to sweep. A simple housecleaning tool was going to save their little community!
1. Which of these would be the most useful in helping someone understand why making the brooms helped save the farmers?

A Farmer's Weather Almanac  
B Website on Alabama  
C Book on the Great Depression  
D Article on broomcorn

2. In this story, a reader can tell that tenant farmers do not own their own —

A crops  
B tools  
C food  
D land

3. At first, the farmers had to buy some broomcorn instead of growing it because it was —

A less expensive  
B easier to work with  
C better quality  
D available quickly

4. In the story, the broomcorn was soaked to make it easier to manipulate. The word manipulate means to —

A sweep  
B control  
C sort  
D wash
5. George Jones conducted the meeting of farmers because he —

A was a broomcorn salesman
B managed the tenant farms
C knew how to make brooms
D felt guilty about their problems

7. The price of cotton dropped because it could no longer be easily —

A grown
B afforded
C used
D harvested

6. Read this line from the story.

Finally, the voices seemed to merge into one despairing cry:

The imagery in this sentence most likely means —

A everyone at the meeting felt the same way
B all the voices sounded like sobbing
C only one person at the meeting was crying
D the farmers were upset by loud talking

8. What was the mood of the tenant farmers at the beginning of the meeting?

A Hopeless
B Selfish
C Wary
D Foolish

9. What contributed most to the worsening conditions for the tenant farmers?

A Paying for clothing and food
B Nearness to the big cities
C Availability of cotton
D The Great Depression
10. Describe the process involved in making brooms.

Use specific details from the story to support your response.

Write your response in the answer document.

11. In what ways did the Great Depression affect the tenant farmers?

Use specific details from the story to support your response.

Write your response in the answer document.
Alabama’s Prehistoric Past

Cave dwellers really did exist, and some of them lived in Alabama. Tucked into the state’s northeastern corner is a window into 10,000 years of history. It is known as Russell Cave.

Pieces of arrows, spears, and pottery had been found in the cave for a hundred years or more. It was believed that Russell Cave once served as a home to early native people. Until the 1950s, although many artifacts had been found, the cave remained mostly unexplored.

In 1951, the Russell Cave area was surveyed for the installation of power lines. Paul H. Brown was a member of that survey team. Brown also happened to belong to a group of amateur archaeologists. Brown shared his fascination of the cave’s history and the items the survey team discovered there with a friend from the archaeology group. In July 1951, Brown and his friend went to see the cave for themselves.

The two men explored the two-chambered cave. In the lower chamber, they discovered a small stream fed by an underground spring. They also noticed that after rainstorms, water would flow through the cave. They believed these sources of fresh water could have supported any people who lived in the cave.

What really impressed the two explorers, however, was the upper chamber. There they found an assorted collection of artifacts including spear points, flint chips, pieces of pottery, and freshwater shells. Brown now had no doubt that native people had once lived in Russell Cave. How long ago was the question.

In order to find out, Brown and his fellow explorer received permission to excavate the site. Their dig began in 1953. Within two years, they found an abundance of evidence of cave dwellers. This was enough to convince the Smithsonian Institution to begin a thorough study of Russell Cave. With funding from the National Geographic Society, this new exploration started in 1956.

Leading the Smithsonian research team was Carl F. Miller. His excavation team cut 32 feet into the cave floor. National Geographic magazine carried stories on his findings. After uncovering more than three tons of artifacts, Miller was able to prove that prehistoric people had lived in Russell Cave. As for the question of when, Miller determined that the dwellers of the cave had lived there mainly during the Archaic period (8000 B.C. – 1000 B.C.). Miller’s findings made one thing clear: The cave had housed people for thousands of years.

Recognizing its importance, the National Geographic Society bought Russell Cave. It then gave the cave to the United States government. In 1961, President John F. Kennedy made it a national monument.

Since then, archaeologists have found tools in the cave that are more primitive than those Miller found. As a result, some historians believe that people lived in the cave as early as 12,000 B.C.

Today, the National Park Service manages Russell Cave as a tourist attraction with ongoing exploration. Tourists can visit this landmark while experts continue their search, hopeful that each new artifact will bring them more knowledge about the cave’s history.
1. What is this passage *mainly* about?

A. The tools archaeologists used to excavate artifacts from Russell Cave

B. How Russell Cave became an important source of information about prehistoric cave dwellers

C. What parts of Russell Cave made it an ideal home for prehistoric cave dwellers

D. The kinds of tools and materials that were found in Russell Cave
2. According to the graph, which of the following caves is the longest?

A  Canyon  
B  Guffey  
C  Anderson  
D  Hering
3. Based on the information in the graph, the majority of the caves represented are —

A  national monuments
B  longer than Fern Cave
C  located in the same county
D  less than 10 miles in length
4. What does the information in paragraphs 6, 7, and 8 tell about the importance of Russell Cave?

Use details from the passage to support your response.

Write your response in the answer document.

5. In the passage, it is clear that Carl F. Miller's excavation was more successful than the excavation by Paul H. Brown.

Using information from the passage, explain the most likely reasons Miller was more successful.

Write your response in the answer document.

6. In the passage, Paul H. Brown was committed to archaeology.

Identify the details from the passage that support this statement.

Write your response in the answer document.
Masks are always fun to wear at festive events, and they can also be used to decorate walls. Here's a simple and inexpensive way to make masks. The face you create should reflect your unique and original style. Have fun applying your own creative touch to this project!

**Supplies**

- 1 medium-sized balloon
- Newspaper
- Flour and water
- Various colors of tempera paint
- Paintbrush
- Scissors
- A hole punch
- String
- Cookware pot

**Instructions**

**Preparation**

- Blow up balloon to a size that is slightly larger than the circumference of your head. Tie and set aside.
- Tear newspaper into strips about 1 inch wide and 4 to 6 inches long.
- To make the glue for the papier-mâché, mix 1/2 cup of flour with 1/2 cup of warm water until the mixture is creamy and free of lumps. On the stove, bring 2 cups of water to a boiling point. Add the mixture to the pot of boiling water and simmer for 3 to 5 minutes. Allow to cool.
- Place the balloon in a container such as a bowl or shallow box. This will hold the balloon stable while applying the papier-mâché strips.
- Next, dip a strip of paper into the glue mixture. Using your fingers, wipe off excess glue, and begin wrapping it around the entire balloon in vertical and horizontal layers. Apply 2 to 3 layers and allow it to dry completely. (Drying time usually requires 7 to 8 hours, but may need as much as 2 days depending on the humidity.)
- When balloon is dry, begin shaping small pieces of newspaper into raised features, such as the nose, brows, lips, and cheeks. Secure everything onto the balloon with extra strips of newspaper dipped into the glue. Make any modifications needed on the features and then allow the balloon to completely dry again.
- Next, using a sharp pin, pierce the hardened mask and pop the balloon. With scissors, cut the mask into the shape that will fit a face. (Do not forget the holes for the eyes!)

**Let's Begin**

- Paint the entire mask in vivid and expressive colors. This may require 2 coats for complete coverage. Adding feathers, sequins, and glitter can also give your mask more flair. Cut a piece of string about 1 foot long. With the hole punch, punch a hole at opposite ends of the mask (about where the ears would be) and attach the string.

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1. Which step must occur before applying the papier-mâché strips?

A The balloon has to be put in a secure place.
B Small pieces should be shaped into features.
C The mixture needs to be completely dry.
D Holes for the eyes of the mask must be cut.
2. In what phase of the papier-mâché process is the glue made?

A Heating  
B Let’s Begin  
C Preparation  
D Final Touches
3. Read this sentence from the article.

“Masks are always fun to wear at festive events . . .”

Is the author stating a fact or an opinion about masks?

Explain why the author would include this information in the article.

Write your response in the answer document.

5. The instructions include a preparation section. Explain what would happen if the preparation step was ignored.

Use details from the article to support your response.

Write your response in the answer document.

4. Who does the author believe will read this article? Why?

Use details from the article to support your response.

Write your response in the answer document.
ITEMS NOT ASSOCIATED WITH A PASSAGE
These are the directions given to students.

DIRECTIONS:
Read each question. Decide which is the best answer to the question. Mark the space for the answer you have chosen.

1. Text that gives the reader a clear picture of a setting or object is called —
   
   A plot
   B theme
   C imagery
   D dialogue

2. An epic poem could best be described as containing —
   
   A a long plot relating the adventures of a hero
   B stanzas that rhyme with each other
   C factual accounts of recent events and people
   D strange creatures that have dialogue

3. Read the example in the box.

   The robot blinked its mechanical eyes when the light from Jeb’s laser lamp instantly brightened the room. Carefully, Jeb took a step closer to the robot.

   “Where am I?” the robot asked.

   Jeb smiled. “You are aboard the Zenith Praxar. It’s the best ship in the galaxy,” he added proudly.

Which of these does this example most likely represent?

   A A fable
   B Realistic fiction
   C An epic poem
   D Science fiction
4. A folktale is similar to a myth in that they both —

A  include stage directions
B  explain what causes events in nature
C  describe the machines used in the setting
D  contain ancient Greek and Roman creatures
Content Standard 1
Apply strategies appropriate to the type of material, including setting purposes for reading and making generalizations, to comprehend seventh-grade literary/recreational materials.

• Distinguishing factual from fictional materials
• Determining sequence
• Using specific context clues
• Applying self-monitoring strategies
• Drawing conclusions
• Confirming or refuting predictions

Item Type
Multiple-choice
Open-ended

Additional Information
Items associated with literary/recreational passages and poetry

Sample Multiple-Choice Items
The items below reference “Of Cabbages and Kings” on page 5.

1. The author includes the information in the first paragraph of this story to —

A give the reader a clue about the focus of the plot *
B present the reader with an opinion about Ajal's kingdom
C furnish the reader with a summary of the tale
D help the reader compare the two main characters

2. This story would most likely be found in a —

A cooking website
B collection of folktales *
C travel magazine
D book of famous people
The items below reference “Of Cabbages and Kings” on page 5.

3. Read this sentence from the story.

The cook groaned when he heard this news.

Why does the cook react this way to the King’s words?

A The cook thinks it is unfair for the King to expect him to work so hard.
B The cook objects to the fact that Ruddin is telling the King what to do.
C The cook feels that the King’s request is almost impossible to achieve.*
D The cook has hurt feelings because the King prefers one food over another.

5. Why does Ruddin most likely choose cabbage to prove his point?

A Its ordinary nature emphasizes King Ajal’s foolishness.*
B Its great popularity is known throughout King Ajal’s land.
C Its simple preparation makes it easy for the cook to serve it.
D Its delicious taste guarantees people will not mind eating it.

4. Ruddin most likely believes that the King is —

A undeserving of any useful advice
B smart enough to learn a good lesson*
C ignorant about the right kind of food
D wise in the ways of ruling a kingdom
6. To understand that this story would be considered a fable, it is important for the reader to know that —

A all the characters are from royal families
B some of the events occur at home
C part of the story line happens in the past
D one of the characters learns a lesson *

7. Read this sentence from the story.

In all lands, the wisest and most noble of people have agreed that cabbage is the greatest of all foods and the one most suitable for a king.

Why does Ruddin use these words when he describes cabbage?

A He agrees with those who think cabbage is the best of all foods.
B He knows that vanity will prompt the King to eat the cabbage. *
C He realizes people will not eat cabbage unless he recommends it.
D He wants to fool the cook into trying new ways to cook cabbage.
The items below reference “Make Room for Brooms!” on page 10.

8. Which of these would be the most useful in helping someone understand why making the brooms helped save the farmers?

A Farmer’s Weather Almanac  
B Website on Alabama  
C Book on the Great Depression *  
D Article on broomcorn

11. In the story, the broomcorn was soaked to make it easier to manipulate. The word manipulate means to —

A sweep  
B control *  
C sort  
D wash

9. In this story, a reader can tell that tenant farmers do not own their own —

A crops  
B tools  
C food  
D land *

12. George Jones conducted the meeting of farmers because he —

A was a broomcorn salesman  
B managed the tenant farms *  
C knew how to make brooms  
D felt guilty about their problems

10. At first, the farmers had to buy some broomcorn instead of growing it because it was —

A less expensive  
B easier to work with  
C better quality  
D available quickly *

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ARMT GRADE 7 READING

Content Standard 2
Relate literary elements and devices to each other including main idea and supporting details, climax, point of view, and imagery.

- Mood
- Flashback

Item Type
Multiple-choice
Open-ended

Additional Information
Items associated with literary/recreational passages and poetry

Sample Multiple-Choice Items
The items below reference “Of Cabbages and Kings” on page 5.

1. Ruddin develops his plan to fool King Ajal because the King —
   
   A. deserves to be the victim of a trick
   B. likes to be treated to a good joke
   C. fails to listen to helpful advice *
   D. hopes to mislead others as well

2. Read this sentence from the story.
   One day, as all the people in the castle were cringing at the thought of eating cabbage soup, King Ajal cried out, “I hate cabbage! I hate it!”

   How does this sentence set the mood at this point in the story?
   
   A. It shows the characters are upset with their food choices. *
   B. It shows the characters are angry at the King and his cook.
   C. It shows the characters are tired of being tricked.
   D. It shows the characters are not aware of Ruddin’s plan.
ARMT GRADE 7 READING

The items below reference “Of Cabbages and Kings” on page 5.

3. Read this sentence from the story.

He served it boiled, broiled, baked, frittered, fried, pickled, parboiled, and sliced into strips.

How does this sentence best support the idea that eating cabbage was overwhelming the people of the kingdom?

A  It uses several words that start with the same letter.
B  It presents a lengthy list of ways to prepare it. *
C  It describes the cook’s different vegetable recipes.
D  It provides a variety of enjoyable choices.

4. The author of the story probably believes that people —

A  will tire of something unless it is presented in different ways
B  like to try new ideas as long as they are not ordered to do so
C  enjoy playing a trick on someone as long as it does no harm
D  learn best when they are allowed to discover their own faults *
The items below reference “Make Room for Brooms!” on page 10.

6. The price of cotton dropped because it could no longer be easily —
   A grown
   B afforded *
   C used
   D harvested

5. Read this line from the story.
   Finally, the voices seemed to merge into one despairing cry:
   The imagery in this sentence most likely means —
   A everyone at the meeting felt the same way *
   B all the voices sounded like sobbing
   C only one person at the meeting was crying
   D the farmers were upset by loud talking

7. What was the mood of the tenant farmers at the beginning of the meeting?
   A Hopeless *
   B Selfish
   C Wary
   D Foolish

8. What contributed most to the worsening conditions for the tenant farmers?
   A Paying for clothing and food
   B Nearness to the big cities
   C Availability of cotton
   D The Great Depression *
Sample Open-Ended Items

The items below reference “Of Cabbages and Kings” on page 5.

9. When the King has two different opinions about the cabbage, why does Ruddin agree both times?

   Use details from the story to support your answer.

   Write your response in the answer document.

10. Explain how the story’s events lead to the climax of the story.

    Use details from the story to support your response.

    Write your response in the answer document.

11. What does the story show you about King Ajal’s character?

    Explain how the King changes from the beginning to the end of the story.

    Support your answer with examples from the story.

    Write your response in the answer document.

The items below reference “Make Room for Brooms!” on page 10.

12. Describe the process involved in making brooms.

    Use specific details from the story to support your response.

    Write your response in the answer document.

13. In what ways did the Great Depression affect the tenant farmers?

    Use specific details from the story to support your response.

    Write your response in the answer document.
Content Standard 3
Distinguish among the major genres—including poetry, short stories, novels, plays, biographies, and autobiographies—and sub-genres such as folktales, myths, parables, fables, and science fiction—based on their characteristics.

Item Type
Multiple-choice

Additional Information
Phrases or poetry may be used.
Items not associated with a passage will be used.

Sample Multiple-Choice Items
The items below reference “Items Not Associated with a Passage” on pages 24–25.

1. Text that gives the reader a clear picture of a setting or object is called —
   
   A plot  
   B theme  
   C imagery *  
   D dialogue

2. An epic poem could best be described as containing —
   
   A a long plot relating the adventures of a hero *  
   B stanzas that rhyme with each other  
   C factual accounts of recent events and people  
   D strange creatures that have dialogue
3. Read the example in the box.

The robot blinked its mechanical eyes when the light from Jeb’s laser lamp instantly brightened the room. Carefully, Jeb took a step closer to the robot.

“Where am I?” the robot asked.

Jeb smiled. “You are aboard the Zenith Praxar. It’s the best ship in the galaxy,” he added proudly.

Which of these does this example most likely represent?

A. A fable
B. Realistic fiction
C. An epic poem
D. Science fiction *

4. A folktale is similar to a myth in that they both —

A. include stage directions
B. explain what causes events in nature *
C. describe the machines used in the setting
D. contain ancient Greek and Roman creatures
Content Standard 4

Apply strategies that include setting purposes for reading, distinguishing fact from opinion, making generalizations, and reviewing to comprehend textual/informational and functional materials.

- Determining sequence of events
- Using specific context clues
- Applying self-monitoring strategies
- Drawing conclusions

Item Type
Multiple-choice
Open-ended

Additional Information
Items apply to textual/informational and functional materials.

Sample Multiple-Choice Items
The item below references “Papier-Mâché Masks” on page 19.

1. Which step must occur before applying the papier-mâché strips?

   A  The balloon has to be put in a secure place. *

   B  Small pieces should be shaped into features.

   C  The mixture needs to be completely dry.

   D  Holes for the eyes of the mask must be cut.
Sample Open-Ended Items

2. What does the information in paragraphs 6, 7, and 8 tell about the importance of Russell Cave?

Use details from the passage to support your response.

Write your response in the answer document.

3. In the passage, it is clear that Carl F. Miller’s excavation was more successful than the excavation by Paul H. Brown.

Using information from the passage, explain the most likely reasons Miller was more successful.

Write your response in the answer document.

4. Read this sentence from the article.

“Masks are always fun to wear at festive events . . .”

Is the author stating a fact or an opinion about masks?

Explain why the author would include this information in the article.

Write your response in the answer document.

5. Who does the author believe will read this article? Why?

Use details from the article to support your response.

Write your response in the answer document.
Content Standard 5
Recognize the use of textual elements, including main idea and supporting details, and gain information from various text formats, including graphs.

Item Type
Multiple-choice
Open-ended

Additional Information
Items apply to textual/informational and functional materials.

Sample Multiple-Choice Items
The item below references “Alabama’s Prehistoric Past” on page 14.

1. What is this passage mainly about?

A The tools archaeologists used to excavate artifacts from Russell Cave
B How Russell Cave became an important source of information about prehistoric cave dwellers *
C What parts of Russell Cave made it an ideal home for prehistoric cave dwellers
D The kinds of tools and materials that were found in Russell Cave
2. According to the graph, which of the following caves is the longest?

A  Canyon  
B  Guffey  
C  Anderson  
D  Hering
The item below references “Alabama’s Prehistoric Past” on page 14.

3. Based on the information in the graph, the majority of the caves represented are —

A  national monuments
B  longer than Fern Cave
C  located in the same county
D  less than 10 miles in length *
4. In what phase of the papier-mâché process is the glue made?

A  Heating
B  Let’s Begin
C  Preparation *
D  Final Touches
Sample Open-Ended Items

The item below references “Alabama’s Prehistoric Past” on page 14.

5. In the passage, Paul H. Brown was committed to archaeology. Identify the details from the passage that support this statement. Write your response in the answer document.

The item below references “Papier-Mâché Masks” on page 19.

6. The instructions include a preparation section. Explain what would happen if the preparation step was ignored. Use details from the article to support your response. Write your response in the answer document.
ANSWER KEY
“Of Cabbages and Kings” (pages 5–9)

<table>
<thead>
<tr>
<th>Item</th>
<th>Correct Answer</th>
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<tbody>
<tr>
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<tr>
<td>2.</td>
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<tr>
<td>3.</td>
<td>C</td>
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<tr>
<td>4.</td>
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<td>A</td>
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<td>6.</td>
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<tr>
<td>10.</td>
<td>D</td>
<td>1</td>
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<tr>
<td>11.</td>
<td>B</td>
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</tbody>
</table>

12. Content Standard 2

<table>
<thead>
<tr>
<th>Score Point</th>
<th>The response should</th>
</tr>
</thead>
</table>
| 3           | The response demonstrates a thorough understanding of Ruddin’s reason for tricking the King with the cabbage and why he agrees with the King both times and includes accurate and well-supported details from the text. Examples may include, but are not limited to, the following:  
  • When the King says he likes cabbage, Ruddin makes a big show of agreeing with him.  
  • Then the King and the people see that the whole idea of eating cabbage is a bad one.  
  • When the King says he hates cabbage, Ruddin agrees with him again.  
  • He wants the King to realize it was bad for Ruddin to agree with him the first time instead of advising that the cabbage idea was not a very good one. |
| 2           | The response demonstrates a general understanding of Ruddin’s reason for tricking the King with the cabbage and why he agrees with the King both times and includes some detail. |
| 1           | The response demonstrates a limited understanding of Ruddin’s reason for tricking the King with the cabbage and why he agrees with the King both times and includes bare or no support. |
| 0           | The response demonstrates no attempt to respond to the prompt. |


### “Of Cabbages and Kings” (continued)

#### 13. Content Standard 2

<table>
<thead>
<tr>
<th>Score Point</th>
<th>The response should</th>
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</thead>
</table>
| 3           | The response demonstrates a thorough understanding of the climactic event and how the plot develops it and includes clear and accurate details from the text. Examples may include, but are not limited to, the following:  
- The climax of the story comes when the King shouts that he hates cabbage.  
- First, Ruddin comes up with his idea and gets the King to agree that everyone should eat cabbage.  
- Then, the story shows how people get tired of eating the cabbage and how the King finally gets tired of it himself.  
- When the King finally realizes he hates it, Ruddin’s trick starts to work. |
| 2           | The response demonstrates a general understanding of the climactic event and how the plot develops it. It has some detail but is not as complete or in-depth as a score point 3 response. |
| 1           | The response demonstrates a limited understanding of the climactic event and how the plot develops it and includes bare or no support. |
| 0           | The response demonstrates no attempt to respond to the prompt. |
“Of Cabbages and Kings” (continued)

14. Content Standard 2

<table>
<thead>
<tr>
<th>Score Point</th>
<th>The response should</th>
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</thead>
<tbody>
<tr>
<td>3</td>
<td>The response demonstrates a thorough understanding of how the story reveals the King’s character and the way it starts to change and includes clear and accurate details from the text. Examples may include, but are not limited to, the following:</td>
</tr>
<tr>
<td></td>
<td>• The King is very vain.</td>
</tr>
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<td></td>
<td>• He thinks his opinion is the best one and won’t listen to any advice.</td>
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<tr>
<td></td>
<td>• Ruddin gets the King to agree to eat cabbage by telling him it is an important food that kings eat.</td>
</tr>
<tr>
<td></td>
<td>• Since the King thinks so much of himself, he wants to eat great food.</td>
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<td></td>
<td>• The King lets his vanity get in the way of making a sensible decision. You can tell from the end, though, that he is changing a little bit. He is starting to see that the way he is may not be the best way to be.</td>
</tr>
<tr>
<td>2</td>
<td>The response demonstrates a general understanding of how the story reveals the King’s character and the way it starts to change and includes some detail from the story for support. The response is not as complete or in-depth as a score point 3 response.</td>
</tr>
<tr>
<td>1</td>
<td>The response demonstrates limited understanding of how the story reveals the King’s character, the way it starts to change and includes bare or no support.</td>
</tr>
<tr>
<td>0</td>
<td>The response demonstrates no attempt to address the prompt.</td>
</tr>
</tbody>
</table>
ARMT GRADE 7 READING

ANSWER KEY

“Make Room for Brooms!” (pages 10–13)

<table>
<thead>
<tr>
<th>Item</th>
<th>Correct Answer</th>
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<td>2.</td>
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<tr>
<td>3.</td>
<td>D</td>
<td>1</td>
</tr>
<tr>
<td>4.</td>
<td>B</td>
<td>1</td>
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<tr>
<td>5.</td>
<td>B</td>
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<tr>
<td>6.</td>
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<tr>
<td>7.</td>
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<td>8.</td>
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<td>2</td>
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<td>9.</td>
<td>D</td>
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</table>

10. Content Standard 2

<table>
<thead>
<tr>
<th>Score Point</th>
<th>The response should</th>
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</thead>
</table>
| 3           | The response thoroughly demonstrates that the student understands the steps involved in putting the brooms together by hand and later by machine and includes details from the story to support the response. Examples could include, but are not limited to, the following:  
- Some broomcorn grass was planted, and some was purchased.  
- The stalks were sorted by size, color, and quality.  
- The stalks were soaked in water.  
- Some brooms were made by hand and later by a machine called a broom winder. |
| 2           | The response demonstrates a general understanding of how brooms were made and includes some detail from the story. The response may include some elements of a score point 3 response but is less well-rounded and complete. |
| 1           | The response demonstrates a limited understanding of how brooms were made and may include bare or no support. |
| 0           | The response demonstrates no attempt to address the prompt. |
“Make Room for Brooms!” (continued)

11. Content Standard 2

<table>
<thead>
<tr>
<th>Score Point</th>
<th>The response should</th>
</tr>
</thead>
</table>

3  | The response thoroughly demonstrates that the student understands that the Great Depression made it even more difficult for the tenant farmers to make a living. The response includes details from the story to support the response. Examples could include, but are not limited to, the following:
|   | It caused the price of cotton to drop so the farmers couldn’t make as much money. |
|   | The families didn’t have enough food to eat. |
|   | There wasn’t enough money for new clothes. |
|   | There wasn’t enough money for medicine. |
|   | The farmers were worried and frustrated. |

2  | The response demonstrates a general understanding that the Great Depression made it even more difficult for the tenant farmers to make a living and includes some detail from the story. The response may include some elements of a score point 3 response but is less well-rounded and complete. |

1  | The response demonstrates a limited understanding of how the Great Depression affected the tenant farmers and may include bare or no support. |

0  | The response demonstrates no attempt to address the prompt. |
ANSWER KEY

“Alabama’s Prehistoric Past” (pages 14–18)

<table>
<thead>
<tr>
<th>Item</th>
<th>Correct Answer</th>
<th>Content Standard</th>
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<tbody>
<tr>
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</tr>
<tr>
<td>2.</td>
<td>B</td>
<td>5</td>
</tr>
<tr>
<td>3.</td>
<td>D</td>
<td>5</td>
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</tbody>
</table>

4. Content Standard 4

<table>
<thead>
<tr>
<th>Score Point</th>
<th>The response should</th>
</tr>
</thead>
</table>
| 3           | The response demonstrates a thorough understanding of just how big a find Russell Cave really was and includes details for support. Examples could include, but are not limited to, the following:  
  • The author shows the reader that the findings in the cave were impressive enough to draw interest on the national level.  
  • Noting that prestigious organizations and people such as the Smithsonian Institution, the National Geographic Society, and President John F. Kennedy supported exploration and preservation of Russell Cave convinces the reader of its historical importance. |
| 2           | The response demonstrates a general understanding of the importance of Russell Cave and includes some detail. Support is not as complete or in-depth as a score point 3 response. |
| 1           | The response demonstrates a limited understanding of the Russell Cave find and includes bare or no support. |
| 0           | The response demonstrates no attempt to address the prompt. |
ARMT GRADE 7 READING

“Alabama’s Prehistoric Past” (continued)

5. Content Standard 4

<table>
<thead>
<tr>
<th>Score Point</th>
<th>The response should</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>The response demonstrates a thorough understanding that while Paul H. Brown and his friend found an “abundance of evidence of cave dwellers,” Carl F. Miller’s discovery of “more than three tons of artifacts” certainly tops that. The response contains detail from the passage to support the answer. Examples may include, but are not limited to, the following:</td>
</tr>
<tr>
<td></td>
<td>• Miller’s ability to find so much more than Brown was likely because he had greater financial support for his efforts.</td>
</tr>
<tr>
<td></td>
<td>• The Smithsonian Institution and funding from the National Geographic Society helped Miller financially.</td>
</tr>
<tr>
<td></td>
<td>• With this amount of financial and physical support, Miller was able to dig deeper into the cave floor than was Brown.</td>
</tr>
<tr>
<td>2</td>
<td>The response demonstrates a general understanding of Miller’s ability and includes some details. Support is less complete or in-depth as a score point 3 response.</td>
</tr>
<tr>
<td>1</td>
<td>The response demonstrates a limited understanding of Miller’s ability and includes bare or no support.</td>
</tr>
<tr>
<td>0</td>
<td>The response demonstrates no attempt to address the prompt.</td>
</tr>
</tbody>
</table>
“Alabama’s Prehistoric Past” (continued)

6. Content Standard 5

<table>
<thead>
<tr>
<th>Score Point</th>
<th>The response should</th>
</tr>
</thead>
</table>
| 3           | The response demonstrates a thorough understanding that Paul H. Brown went far beyond taking a second look and uses details from the passage for support. Examples could include, but are not limited to, the following:  
  • Brown was interested enough to involve another archaeology group member in his exploration.  
  • As they explored the cave, they delved beyond just examining visible surface artifacts.  
  • By studying the water supply, they considered the viability of the cave as a home and not just a dumping ground for prehistoric waste.  
  • They also used their own time and resources to begin their own excavation, which meant searching for artifacts beyond those that lay on the cave floor.  
  • Brown used his finds to convince professionals on the national level of the value of studying Russell Cave. |
| 2           | The response demonstrates a general understanding of Brown’s efforts and includes some detail for support. Response is not as complete or in-depth as a score point 3 response. |
| 1           | The response demonstrates a limited understanding of Brown’s effort and includes bare or no support. |
| 0           | The response demonstrates no attempt to address the prompt. |
ANSWER KEY

“Papier-Mâché Masks” (pages 19–22)

<table>
<thead>
<tr>
<th>Item</th>
<th>Correct Answer</th>
<th>Content Standard</th>
</tr>
</thead>
<tbody>
<tr>
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<td>4</td>
</tr>
<tr>
<td>2.</td>
<td>C</td>
<td>5</td>
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</tbody>
</table>

3. Content Standard 4

<table>
<thead>
<tr>
<th>Score Point</th>
<th>The response should</th>
</tr>
</thead>
</table>
| 3           | The response \(3\) demonstrates the student’s understanding that the author is giving an opinion about masks. The response includes possible reasons why the author would use opinions in the passage. Explanations could include, but are not limited to, the following:  
  - To motivate the reader to make a mask  
  - To show enthusiasm for the project  
  - To encourage the reader to have fun  
  - To encourage creativity |
| 2           | The response \(2\) demonstrates a general understanding of the author’s use of opinions. It also includes some explanation as to why the author chose to use opinion. However, the answer lacks the depth and completeness of a score point 3 response. |
| 1           | The response \(1\) shows a limited understanding by containing little to no explanation of the use of opinion  
  OR  
  the response inaccurately explains the use of facts as reasoning by the author. |
| 0           | The response \(0\) demonstrates no attempt to address the prompt. |
“Papier-Mâché Masks” (continued)

4. Content Standard 4

<table>
<thead>
<tr>
<th>Score Point</th>
<th>The response should</th>
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</thead>
<tbody>
<tr>
<td>3</td>
<td>The response should thoroughly address the author’s assumptions about the reader. The response will include information from the passage to support the response. The information may include, but is not limited to, the following:</td>
</tr>
<tr>
<td></td>
<td>• The author assumes that the reader desires to be creative with the statement, “Have fun applying your own creative touch to this project.”</td>
</tr>
<tr>
<td></td>
<td>• The author assumes that the reader is interested in the cost or difficulty of the project.</td>
</tr>
<tr>
<td></td>
<td>• The author assumes that the reader will be able to locate all of the needed materials.</td>
</tr>
<tr>
<td>2</td>
<td>The response shows a general understanding that the author is making assumptions about the reader. The response includes some information from the passage, but lacks the completeness of a point 3 score.</td>
</tr>
<tr>
<td>1</td>
<td>The response demonstrates a limited understanding of the question by attempting an appropriate response and includes little to no support.</td>
</tr>
<tr>
<td>0</td>
<td>The response demonstrates no attempt to address the prompt.</td>
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</table>

5. Content Standard 5

<table>
<thead>
<tr>
<th>Score Point</th>
<th>The response should</th>
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<tbody>
<tr>
<td>3</td>
<td>The response should thoroughly demonstrate that the student understands the importance of preparation in the process of making a papier-mâché mask. The response describes the possible problems that could occur if the preparation step was ignored by including details from the passage to support the response. Details could include, but are not limited to, the following:</td>
</tr>
<tr>
<td></td>
<td>• There would not be a balloon available to wrap papier-mâché strips around.</td>
</tr>
<tr>
<td></td>
<td>• There would be no glue.</td>
</tr>
<tr>
<td></td>
<td>• The newspaper strips would not be ready to adhere to the balloon.</td>
</tr>
<tr>
<td>2</td>
<td>The response demonstrates a general understanding of the importance of preparation and includes some possible problems that could occur if the preparation step was ignored. However, the support is not as complete and lacks the detail of a score point 3.</td>
</tr>
<tr>
<td>1</td>
<td>The response demonstrates a limited understanding of the importance of the preparation step and the possible repercussions in ignoring the step. The response includes bare to no supporting details from the passage.</td>
</tr>
<tr>
<td>0</td>
<td>The response demonstrates no attempt to address the prompt.</td>
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</table>
## ARMT GRADE 7 READING

### ANSWER KEY

“Items Not Associated with a Passage” (pages 24–25)

<table>
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<td>2.</td>
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<td>3.</td>
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<td>3</td>
</tr>
<tr>
<td>4.</td>
<td>B</td>
<td>3</td>
</tr>
</tbody>
</table>
SAMPLE RESPONSE FORMAT
SAMPLE RESPONSE: MULTIPLE-CHOICE

1 2 3 4 5
6 7 8
9 10
SAMPLE RESPONSE: OPEN-ENDED

Answer question ___ in this box.

DO NOT WRITE OUTSIDE THE BOX.