

great educators



Common Core Standards Bellringers

7th Grade – Language Arts

Student Edition

First Edition

Copyright 2012 by Great Educators

All rights reserved.

7TH Grade Bellringers

Story: Alice in Wonderland

There was a table set out under a tree in front of the house, and the March Hare and the Hatter were having tea at it: a Dormouse was sitting between them, fast asleep, and the other two were using it as a cushion resting their elbows on it.

The table was a large one, but the three were all crowded together at one corner of it. "No room! No room!" they cried out when they saw Alice coming.

"There's plenty of room!" said Alice indignantly, and she sat down in a large armchair at one end of the table.

"Have some wine," the March Hare said in an encouraging tone.

Alice looked all round the table. "I don't see any wine," she remarked.

"There isn't any," said the March Hare.

"Then it wasn't very civil of you to offer it," said Alice angrily.

"It wasn't very civil of you to sit down without being invited," said the March Hare.

The Hatter asked, "Why is a raven like a writing desk?"

"I'm glad they've begun asking riddles," thought Alice. "I believe I can guess that," she added aloud.

"Do you mean that you think you can find out the answer to it?" said the March Hare.

"Exactly so," said Alice.

"Then you should say what you mean," the March Hare went on.

"I do," Alice hastily replied; "at least I mean what I say - that's the same thing, you know."

"Not the same thing a bit!" said the Hatter.

"You might just as well say," added the March Hare, "that 'I like what I get' is the same thing as 'I get what I like'!"

Alice was silent and thought over all she could remember about ravens and writing desks, which wasn't much.

The Hatter was the first to break the silence. "What day of the month is it?" he said, turning to Alice: he had taken his watch out of his pocket, looking at it uneasily, occasionally shaking it and holding it to his ear.

Alice answered, "The fourth."

"Two days wrong!" sighed the Hatter. "I told you butter wouldn't suit the works!" he added, looking angrily at the March Hare.

"It was the best butter," the March Hare replied.

"Have you guessed the riddle yet?" the Hatter said to Alice.

"No, I give it up," Alice replied, "what's the answer?"

"I haven't the slightest idea," said the Hatter.

Alice sighed wearily. "I think you might do something better with the time," she said, "than waste it asking riddles with no answers."

"If you knew Time as well as I do," said the Hatter, "you wouldn't talk about wasting *it*. It's him."

"I don't know what you mean," said Alice.

"Of course you don't!" the Hatter said. "I dare say you never even spoke to Time!"

The Hatter shook his head mournfully. "We quarreled last March - just before he went mad you know. It was at the great concert given by the Queen of Hearts, and I had to sing 'Twinkle twinkle, little bat! How I wonder what you're at!' You know the song, perhaps?"

"I've heard something like it," said Alice.

"It goes on, you know," the Hatter continued, "in this way: 'Up above the world you fly, like a tea-tray in the sky.'"

"Well, I'd hardly finished the first verse," said the Hatter, "when the Queen jumped up and cried out, 'He's murdering the time! Off with his head!' And ever since that," the Hatter went on in a mournful tone, "It's always six o'clock now."

"Is that the reason so many tea-things are put out here?" Alice asked.

"Yes, that's it," said the Hatter with a sigh: "it's always tea-time, and we've no time to wash the things between."

"Suppose we change the subject," the March Hare interrupted, yawning. "I'm getting tired of this. I vote the young lady tells us a story."

"I'm afraid I don't know one," said Alice, rather alarmed at the proposal.

"Then the Dormouse shall!" they both cried. "Wake up Dormouse!"

The Dormouse slowly opened his eyes. "I wasn't asleep," he said in a hoarse, feeble voice.

"Tell us a story!" said the March Hare.

"Once upon a time there were three little sisters," the Dormouse began; "and they lived at the bottom of a well."

"What did they live on?" said Alice, who always took a great interest in questions of eating and drinking.

"They lived on treacle," said the Dormouse, after thinking a minute or two.

Alice tried to fancy to herself what such an extraordinary way of living would be like, but it puzzled her too much, so she went on: "But why did they live at the bottom of a well?"

"Take some more tea," the March Hare said to Alice, very earnestly.

"I've had nothing yet," Alice replied in an offended tone, "so I can't take more."

"You mean you can't take less," said the Hatter: "it's very easy to take more than nothing."

Alice did not quite know what to say to this, so she helped herself to some tea and bread-and-butter, and then turned to the Dormouse, and repeated her question.

The Dormouse again took a minute or two to think about it, and then said, "It was a treacle-well."

"There's no such thing!" Alice remarked very angrily, but the Dormouse sulkily remarked, "If you can't be civil, you'd better finish the story for yourself." However, he consented to go on.

"I want a clean cup," interrupted the Hatter: "let's all move one place on."

He moved on as he spoke, and the Dormouse followed him: the March Hare moved into the Dormouse's place, and Alice rather unwillingly took the place of the March Hare.

Alice began very cautiously: "But I don't understand. Where did they draw the treacle from?"

"You can draw water out of a water-well," said the Hatter; "so I should think you could draw treacle out of a treacle-well - eh, stupid?"

"But they were in the well," Alice said to the Dormouse.

"Of course they were," said the Dormouse, "well in."

This answer so confused poor Alice, that she let the Dormouse go on for some time.

"They were learning to draw," the Dormouse went on, "and they drew all manner of things - everything that begins with an M."

"Why with an M?" said Alice.

"Why not?" said the March Hare.

Alice was silent.

The Dormouse continued, "such as mouse-traps, and the moon, and memory, and muchness - you know you say things are 'much of a muchness' - did you ever see such a thing as a drawing of a muchness?"

"Really, now you ask me," said Alice, very much confused, "I don't think -"

"Then you shouldn't talk," said the Hatter.

This rudeness was more than Alice could bear: she got up in great disgust, and walked off; the Dormouse fell asleep instantly, and neither of the others took notice of her going, though she looked back once or twice, half hoping that they would call after her.

The last time she saw them, they were trying to put the Dormouse into the teapot.

"I'll never go there again!" said Alice. "It's the stupidest tea-party I ever was at in all my life!"

7TH Grade Bellringers

Question 1

Was Alice happy at the tea party?

- a. No – she storms off at the end of the story.
- b. No – she gets angry and frustrated several times during the party.
- c. No – she seems uncomfortable and out of place at the party.
- d. All of the above.

Answer:

Question #1 has to do with what the text says explicitly as well as inferences drawn from the text. What are some things to remember about the differences between the two?

Question 2

How does the excerpt's structure contribute to the story?

- a. There is a good deal of quick, fun narration, which illustrates the craziness of Wonderland.
- b. There are lots of descriptions of the setting, which gives the reader a clear idea of the setting.
- c. There is not much narration, which provides a quiet place in Wonderland.
- d. There are lots of rhymes in the excerpt, which illustrates the fun of the tea party.

Answer:

Question 3

How would you define the narrator's point of view in this excerpt?

- a. First-person narration
- b. Second-person narration
- c. Third-person limited
- d. First-person omniscient

Answer:

7TH Grade Bellringers

Question 1

Of the choices below, which is the best summary of the excerpt?

- a. Alice spends some time with the March Hare and the Hatter during tea time.
- b. Alice gets lost in her travels and stops for some tea.
- c. Alice hears about the Queen of Hearts for the first time.
- d. Alice makes quick friends of March Hare and the Hatter.

Answer:

Question #1 has to do with determining the theme of and/or summarizing the story. What are some things to remember about themes and summaries?

Question 2

What does the word “treacle” mean at the bottom of the third page?

- a. Red berries
- b. A pale, golden syrup
- c. Cookies
- d. Tree sap

Answer:

Question 3

In your opinion, how does the tea party experience influence Alice’s impression of the Queen of Hearts?

- a. Alice now has reason to believe the Queen of Hearts is supportive and accepting of others.
- b. Alice now has reason to not trust the Queen of Hearts because of her actions with the March Hare.
- c. Alice now has reason to go see the Queen of Hearts to help her out of her situation.
- d. None of the above.

Answer:

7TH Grade Bellringers

Question 1

How does this excerpt mold the reader's view of the March Hare and the Hatter?

- a. This excerpt illustrates Alice's impression of the March Hare and the Hatter
- b. This excerpt illustrates their mean and manipulative comments.
- c. This excerpt illustrates how their actions and comments show that they are friendly and very attentive to others.
- d. This excerpt illustrates how their actions and comments show that they are a bit odd and eccentric.

Answer:

Question #1 has to do with how particular elements of the story interact. What are some things to remember about this type of question?

Question 2

If you were asked to submit an illustration for this first part of this excerpt, what would you submit?

- a. A picture of the Queen of Hearts yelling, "Off with his head!"
- b. A picture of Alice approaching the table during teatime where the March Hare and the Hatter sit.
- c. A picture of Alice walking off in disgust.
- d. A picture of the white rabbit leading Alice into Wonderland.

Answer:

Question 3

What does the word "mad" mean at the bottom of the second page?

- a. Mentally ill
- b. Ill-advised
- c. Enthusiastic
- d. Very angry

Answer:

7TH Grade Bellringers

Question 1

What effect do the underlined sentences have on the excerpt?

- a. They add a sense of confusion to the scene.
- b. They add a sense of fun and silliness to the scene.
- c. They add a whimsical feel to the characters.
- d. All of the above.

Answer:

Question #1 has to do with determining the meaning of words as well as analyzing the impact of words on the story. What are some things to remember about figurative language?

Question 2

In your opinion, is the Hatter insane in this excerpt?

- a. Possibly, his comments are eccentric, and at times, he doesn't make sense.
- b. Definitely not, he helps Alice in her journey.
- c. Definitely, it says so in the text.
- d. Definitely not, he has made friends with the March Hare.

Answer:

Question 3

How could the narrator enhance this story by changing the point of view?

- a. Changing it to first-person and telling it from Alice's point of view.
- b. Changing it to third-person omniscient and giving more intimate details of the characters thought.
- c. Either a or b.
- d. None of the above.

Answer

7TH Grade Bellringers

Story: Briar-Rose

A LONG time ago, there were a King and Queen who said every day, "Ah, if only we had a child!" but they never had one.

But it happened that once when the Queen was bathing, a Frog crept out of the water on to the land, and said to her, "Your wish shall be fulfilled. Before a year has gone by, you shall have a daughter."

What the Frog had said came true, and the Queen had a little girl, who was so pretty that the King could not contain himself for joy, and ordered a great feast. He invited not only his kin, friends, and acquaintances, but also the Wise Women, in order that they might be kind and well-disposed toward the child. There were thirteen of them in his kingdom. But, as he had only twelve golden plates for them to eat out of, one of them had to be left at home.

The feast was held with all manner of splendor. When it came to an end, the Wise Women bestowed their magic gifts upon the baby. One gave Virtue, another Beauty, a third Wisdom, and so on with everything in the world that one can wish for.

When eleven of them had made their promises, suddenly the thirteenth came in. She wished to avenge herself for not having been invited, and without greeting, or even looking at any one, she cried with a loud voice, "The King's Daughter, in her fifteenth year, shall prick herself with a spindle, and fall down dead." And, without saying a word more, she turned round and left the room.

They were all shocked. But the twelfth, whose good wish still remained unspoken, came forward, and as she could not undo the evil sentence, but only soften it, she said, "It shall not be death, but a deep sleep of a hundred years, into which the Princess shall fall."

The King, who wished to keep his dear child from the misfortune, gave orders that every spindle in the whole kingdom should be burnt. Meanwhile, the gifts of the Wise Women were fulfilled on the young girl, for she was so beautiful, modest, sweet tempered, and wise, that everyone who saw her, was bound to love her.

It happened that on the very day, when she was fifteen years old, the King and Queen were not at home, and the maiden was left in the palace quite alone. So she went round into all sorts of places, looked into rooms and bedchambers just as she liked, and at last came to an old tower. She climbed up the narrow winding-staircase, and reached a little door. A rusty key was in the lock, and when she turned it the door sprang open. There in a little room sat an Old Woman with a spindle, busily spinning flax.

"Good day, old Dame," said the King's Daughter; "what are you doing there?"

"I am spinning," said the Old Woman, and nodded her head.

"What sort of thing is that, which rattles round so merrily?" said the maiden, and she took the spindle and wanted to spin too. But scarcely had she touched the spindle when the magic decree was fulfilled, and she pricked her finger with it.

And, in the very moment when she felt the prick, she fell down upon the bed that stood there, and lay in a deep sleep. And this sleep extended over the whole palace.

The King and Queen, who had just come home, and had entered the great hall, began to go to sleep, and the whole of the Court with them. The horses, too, went to sleep in the stable, the dogs in the yard, the pigeons upon the roof, and the flies on the wall. Even the fire, that was flaming on the hearth, became quiet and slept. The roast meat left off frizzling, and the cook, who was just going to pull the hair of the scullery boy, because he had forgotten something, let him go, and went to sleep. And the wind fell; and on the trees before the castle not a leaf moved again.

But round about the castle, there began to grow a hedge of thorns. Every year it became higher and at last grew close up round the castle and all over it, so that there was nothing of it to be seen, not even the flag upon the roof.

But the story of the beautiful sleeping "Briar-Rose," for so the Princess was named, went about the country, so that from time to time Kings' Sons came and tried to get through the thorny hedge into the castle. But they found it impossible, for the thorns held fast together, as if they had hands, and the youths were caught in them, could not get loose again, and died a miserable death.

After long, long years, again a King's Son came to that country. He heard an old man talking about the thorn-hedge, and that a castle was said to stand behind it in which a wonderfully beautiful Princess, named Briar-Rose, had been asleep for a hundred years; and that the King and Queen and the whole Court were asleep likewise. He had heard, too, from his grandfather, that many Kings' Sons had come, and had tried to get through the thorny hedge, but they had remained sticking fast in it, so had died a pitiful death.

Then the youth said, "I am not afraid. I will go and see the beautiful Briar-Rose." The good old man might dissuade him as he would, he did not listen to his words.

But by this time the hundred years had just passed. The day was come when Briar-Rose was to awake again. When the King's Son came near to the thorn-hedge, it was nothing but large and beautiful flowers, which parted from each other of their own accord, and let him pass unhurt. Then they closed again behind him like a hedge.

In the castle-yard he saw the horses and the spotted hounds lying asleep. On the roof, sat the pigeons with their heads under their wings. And when he entered the house, the flies were asleep upon the wall, the cook in the kitchen was still holding out his hand to seize the boy, and the maid was sitting by the black hen which she was going to pluck.

He went on farther, and in the great hall, he saw the whole of the Court lying asleep and by the throne laid the King and Queen.

Then he went on still farther, and all was so quiet that a breath could be heard. At last, he came to the tower, and opened the door into the little room where Briar-Rose was sleeping. There she lay, so beautiful that he could not turn his eyes away. He stooped down and gave her a kiss. But as soon as he kissed her, Briar-Rose opened her eyes and awoke, and looked at him quite sweetly.

Then they went down together, and the King awoke, and the Queen, and the whole Court, and gazed at each other in great astonishment. And the horses in the courtyard stood up and shook themselves. The hounds jumped up and wagged their tails. The pigeons upon the roof pulled out their heads from under their wings, looked round, and flew into the open country. The flies on the wall crept again. The fire in the kitchen burned up and flickered and cooked the meat. The joint began to turn and frizzle, and the cook gave the boy such a box on the ear that he screamed, and the maid plucked the fowl ready for the spit.

And then the marriage of the King's Son and Briar-Rose was celebrated with all splendor, and they lived contented to the end of their days.

7TH Grade Bellringers

Question 1

How do these sentences make the reader feel?

When the King's Son came near to the thorn-hedge, it was nothing but large and beautiful flowers, which parted from each other of their own accord, and let him pass unhurt. Then they closed again behind him like a hedge.

- a. The King's Son is doomed and will die with the others.
- b. The King's Son was meant to wake the princess.
- c. The King's Son was working hard to wake the princess.

Answer:

Question #1 has to do with analyzing a text's form and meaning. What are some things to remember about this type of question?

Question 2

What well-known story is this most like?

- a. Cinderella
- b. Snow White
- c. Sleeping Beauty

Answer:

Question 3

Which sentence is the best summary of the text?

- a. As a baby, a princess receives a spell that she will fall asleep on her 15th birthday after pricking her finger on a spindle and stay asleep for 100 years. After the 100 years, a prince arrives at the castle to wake her.
- b. A beautiful princess falls asleep after pricking her finger for a long time.
- c. A prince wakes the beautiful princess with a prick of the spindle.

Answer:

7TH Grade Bellringers

Question 1

What point of view does the narrator use in this story?

- a. First person
- b. Second person
- c. Third person omniscient
- d. None of the above

Answer:

Question #1 has to do with point of view. What are some things to remember about this type of question?

Question 2

What spell was put on the princess at her party?

- a. That she would prick her finger and fall dead.
- b. That she would prick her finger and fall asleep.
- c. That she would fall asleep, and a prince will wake her.

Answer:

Question 3

How do these sentences foretell of something forbidden in the room

So she went round into all sorts of places, looked into rooms and bedchambers just as she liked, and at last came to an old tower. She climbed up the narrow winding-staircase, and reached a little door. A rusty key was in the lock, and when she turned it the door sprang open.

- a. The princess is being nosy and looking to get into trouble.
- b. By using words like “narrow winding staircase”, “rusty key”, and the fact that there was a lock on the door.
- c. They say that there’s a spindle in the room.

Answer:

7TH Grade Bellringers

Question 1

What type of illustrations would you add to this story?

- a. Images of the princess sleeping.
- b. Images of the Wise Women giving their wishes and/or spell.
- c. Images of the King's Son kissing and waking the princess up.
- d. All of the above images would enhance the story.

Answer:

Question #1 has to do with illustrations and visual representations of the story. What are some things to remember about this type of question?

Question 2

How does this sentence illustrate how the King feels about his daughter?

The King, who wished to keep his dear child from the misfortune, gave orders that every spindle in the whole kingdom should be burnt.

- a. The King wanted to make sure his daughter's spell came true.
- b. The King didn't want to protect his daughter.
- c. The King tried to shield his daughter from harm the best he could.

Answer:

Question 3

After reading this sentence, how is the reader supposed to feel about the spindle?

"What sort of thing is that, which rattles round so merrily?" said the maiden, and she took the spindle and wanted to spin too.

- a. The spindle is merry, happy – almost magical.
- b. The spindle looks dangerous.
- c. The spindle does not look interesting at all.

Answer:

7TH Grade Bellringers

Story: Lyndon B. Johnson

Lyndon Baines Johnson (August 27, 1908 – January 22, 1973), often referred to as **LBJ**, was the 36th President of the United States from 1963–1969, a position he assumed after his service as the Vice President of the United States from 1961–1963.

Johnson married Claudia Alta Taylor (already nicknamed "Lady Bird") of Karnack, Texas on November 17, 1934, after having attended Georgetown University Law Center for several months. They had two daughters, Lynda Bird, born in 1944, and Luci Baines, born in 1947. Johnson enjoyed giving people and animals names that resulted in his own initials. His daughters' given names are examples, as was his dog, Little Beagle Johnson.

He is one of only four people who served in all four elected federal offices of the United States: Representative, Senator, Vice President, and President. After campaigning unsuccessfully for the Democratic nomination in 1960, Johnson was asked by John F. Kennedy to be his running mate for the 1960 presidential election.



Johnson was sworn in as President on *Air Force One* at Love Field Airport in Dallas on November 22, 1963 two hours and eight minutes after President Kennedy was assassinated in Dallas. He was sworn in by Federal Judge Sarah T. Hughes, making him the first President sworn in by a woman. He is also the only President to have been sworn in on Texas soil. Johnson did not

swear on a Bible, as there wasn't one on *Air Force One*; a Roman Catholic missal was found in Kennedy's desk and was used for the swearing-in ceremony. Johnson being sworn in as president has become the most famous photo ever taken aboard a presidential aircraft.

In the days following the assassination, Lyndon B. Johnson made an address to Congress: "No memorial oration or eulogy could more eloquently honor President Kennedy's memory than the earliest possible passage of the Civil Rights Bill for which he fought so long." The wave of national grief following the assassination gave momentum to Johnson's promise to carry out Kennedy's programs.

Johnson succeeded to the presidency following the assassination of John F. Kennedy, completed Kennedy's term, and was elected President in his own right, winning by 61 percent in the 1964 election, ready to fulfill his earlier commitment to "carry forward the plans and programs of John Fitzgerald Kennedy. Not because of our sorrow or sympathy, but because they are right."

Johnson was greatly supported by the Democratic Party, and as President, he was responsible for designing the "Great Society" legislation that included laws that upheld civil rights, public broadcasting, Medicare, Medicaid, environmental protection, aid to education, and his "War on Poverty." In conjunction with the civil rights movement, Johnson overcame southern resistance and convinced the Democratic-Controlled Congress to pass the Civil Rights Act of 1964, which outlawed most forms of racial segregation.

John F. Kennedy originally proposed the civil rights bill in June 1963. In late October 1963, Kennedy officially called the House leaders to the White House to line up the necessary votes for passage. After Kennedy's death, Johnson took the initiative in finishing what Kennedy started and broke a filibuster by Southern Democrats in March 1964; as a result, this pushed the bill for passage in the Senate. Johnson signed the revised and stronger bill into law on July 2, 1964. Legend has it that, as he put down his pen, Johnson told an aide, "We have lost the South for a generation", anticipating a coming backlash from Southern whites against Johnson's Democratic Party.

In 1964, upon Johnson's request, Congress passed the Revenue Act of 1964 and the Economic Opportunity Act, which was in association with the war on poverty. Johnson set in motion bills and acts, creating programs such as Head Start, food stamps, Work Study, Medicare and Medicaid, which still exist today. The Medicare program was established on July 30, 1965, to offer cheaper medical services to the elderly, today covering tens of millions of Americans.

Johnson had a lifelong commitment to the belief that education was the cure for both ignorance and poverty and an essential component of the American Dream, especially for minorities who endured poor facilities and tight budgets from local taxes. He made education a top priority, with an emphasis on helping poor children. After the 1964 landslide brought in many new liberal Congressmen, he had the votes for the *Elementary and Secondary Education Act* (ESEA) of 1965. For the first time, large amounts of federal money went to public schools.

Johnson was often seen as a wildly ambitious, tireless, and imposing figure who was ruthlessly effective at getting legislation passed. He worked 18–20 hour days without break and was apparently absent of any leisure activities. "There was no more powerful majority leader in American history," biographer Robert Dallek writes. Dallek stated that Johnson had biographies on all the Senators, knew what their ambitions, hopes, and tastes were, and used it to his advantage in securing votes.

Johnson became worried about his failing health and thought he might not live through another four-year term, therefore, at the end of a March 31 speech, he shocked the nation when he announced he would not run for re-election by concluding with the line: "I shall not seek, and I will not accept, the nomination of my party for another term as your President."

After the end of his presidency in January 1969, Johnson went home to his ranch in Stonewall, Texas. In 1971, he published his memoirs, *The Vantage Point*. That year, the Lyndon Baines Johnson Library and Museum opened near the campus of The University of Texas at Austin. He donated his Texas ranch in his will to the public to form the Lyndon B. Johnson National Historical Park, with the provision that the ranch "remain a working ranch and not become a sterile relic of the past".

7TH Grade Bellringers

Question 1

Regarding being sworn in as President, what two things stood out at LBJ's ceremony?

- a. Sworn in by a man; Sworn in on Texas soil
- b. Sworn in with a Bible; Sworn in on *Air Force One*
- c. Sworn in by a woman; Sworn in on Texas soil
- d. Sworn in by a Catholic priest; Sworn in on *Air Force One*

Answer:

Question #1 has to do with what the text says explicitly as well as inferences drawn from the text. What are some things to remember about the differences between the two?

Question 2

In this excerpt, the author chose to organize the information in chronological order. Why?

- a. Chronological order is the most effective way to organize information.
- b. Chronological order illustrates cause-and-effect relationships of incidents.
- c. Chronological order allows readers to understand the sequence of events.
- d. All of the above

Answer:

Question 3

Of the choices below, how could the author better distinguish his or her point of view from that of others?

- a. Use images and other multi-media effects.
- b. Include more quotes from other biographers.
- c. Introduce other point of views or opinions about LBJ and his presidency/legacy.
- d. None of the above

Answer:

7TH Grade Bellringers

Question 1

According to the text, what are two of the central ideas or purposes LBJ focused on in his presidency?

- a. Civil Rights; Public Education
- b. Civil Rights; Medicare
- c. Public Education; Medicare
- d. Public Education; Food Stamps

Answer:

Question #1 has to do with determining central ideas and/or summarizing the text. What are some things to remember about central ideas and summaries?

Question 2

Of the choices below, which technique would add the best supplemental information?

- a. Articles from the newspaper at the time
- b. Quotes from scholars who studied LBJ and his impact on America
- c. Information from an encyclopedia about the Civil Rights Act
- d. Quotes from JFK

Answer:

Question 3

How did LBJ use Kennedy's assassination to propel legislative action?

- a. By manipulating the rest of the administration to support his public education bill
- b. By making speeches to gain public support
- c. By pushing forward with learning the likes and dislikes of the various senators
- d. By capitalizing on the nation's grief and pushing forward with the Civil Rights Act

Answer:

7TH Grade Bellringers

Question 1

How did LBJ influence public education?

- a. By signing the Civil Rights Act of 1964
- b. By passing the ESEA of 1965
- c. By winning the presidential election of 1964
- d. All of the above

Answer:

Question #1 has to do with how particular elements of the story interact with each other. What are some things to remember about this type of question?

Question 2

Of the choices below, which auditory medium would best help someone understand LBJ's speeches?

- a. The written script of his speech
- b. Copies of the music of the time
- c. A recorded version of his speech (television or radio)
- d. Biography special from cable tv

Answer:

Question 3

What evidence does the author give to support the claim that LBJ was "ruthlessly effective at getting legislation passed"?

- a. LBJ knew the senators' ambitions, hopes, and tastes and used it to his advantage.
- b. LBJ was able to pass several important bills – including the Civil Rights Bill and the ESEA.
- c. The author doesn't give appropriate evidence to support this claim.
- d. Both a and b

Answer:

7TH Grade Bellringers

Question 1

How does the following sentence affect the overall tone and impression of LBJ?

“Johnson was often seen as a wildly ambitious, tireless, and imposing figure who was ruthlessly effective at getting legislation passed.”

- a. It illustrates LBJ’s commitment to his political mission.
- b. It adds strength and specific quality traits to LBJ’s character
- c. It shows LBJ’s consistent work ethic while in office.
- d. All of the above

Answer:

Question #1 has to do with determining the meaning of words as well as analyzing the impact of words on the story. What are some things to remember about language?

Question 2

Was public education important to LBJ?

- a. Yes, the text says he believed “education was the cure for both ignorance and poverty”.
- b. No, he was most concerned about civil rights.
- c. No, he was most concerned and medical coverage.
- d. Both b and c

Answer:

Question 3

What is the author’s purpose or point of view in this text?

- a. To write a brief biographical account of LBJ’s life and time in office
- b. To show that LBJ is the most effective president of all time
- c. To illustrate LBJ’s less effective techniques while in office
- d. None of the above

Answer:

7TH Grade Bellringers

Story: Giraffes

(1)The giraffe is an African mammal, the tallest living animal and the largest ruminant (a hoofed animal that chews cud). The giraffe has a camel-like face and patches of color on its fur, which bear a vague resemblance to a leopard's spots. The giraffe is noted for its extremely long neck and legs, as well as its horn-like ossicones. Ossicones are similar to the horns of antelopes and cattle, except that they are made from ossified cartilage, and that the ossicones remain covered in skin and fur, rather than horn.



(2)A giraffe stands 16–20 feet tall and has an average weight of 3,500 lb for males and 1,800 lb for females. The giraffe has an extremely long neck, which can be up to 6 feet 7 inches in length - accounting for much of the animal's vertical height. It is classified under the family Giraffidae, along with its closest relative, the okapi. There are nine subspecies of giraffes, which are categorized by a difference in coat patterns. The reticulated and Maasai giraffe represent two extremes of giraffe patch shapes. The reticulated has well-defined geometric patches while the latter has jagged star-like ones. Giraffes from the northern half of the species' range have patches more like the reticulated giraffe while those from the south are more like the Maasai giraffe— the Angolan and South African giraffe at a lesser extent. There are also differences in the width of the lines separating the patches. The West African giraffe has thick lines while the Nubian and reticulated giraffe have thin ones.

(1)The coat has dark blotches or patches that can be orange, brown, or nearly black in color, separated by light hair. Each individual giraffe has a unique coat pattern. The coat pattern serves as camouflage. The skin of a giraffe is mostly gray. It is also thick and allows them to run through thorn bush without being punctured. Their fur may serve as a chemical defense, as it is full of parasite repellents that give the animal a characteristic scent. There are at least eleven main aromatic chemicals in the fur. Males have a stronger odor than the females. Along the animal's neck is a mane made of short hairs. The 3.3 ft tail ends in a long, dark tuft of hair and is used as a defense against insects.

(2)Despite its long neck and legs, the giraffe's body is relatively short. Located at both sides of the head, the giraffe's large, bulging eyes give it good all-round vision from its great height. Giraffes see in color, and their senses of hearing and smell are sharp. The animal can close its nostrils to protect against sandstorms and ants. The giraffe's tongue is about 20 inches long. It is purplish-black in color and is useful for grasping foliage as well as for grooming and cleaning the animal's nose. The upper lip of the giraffe is also useful when foraging. The lips, tongue and inside of the mouth are covered in papillae to protect against thorns.

(3)The giraffe's scattered range extends from Chad in the north, to South Africa in the south, and from Niger in the west, to Somalia in the east. Giraffes usually inhabit savannas, grasslands, and woodlands. Their primary food source is acacia leaves. Giraffes browse on the twigs of trees, which are important sources of calcium and protein to sustain the giraffe's growth rate. A giraffe eats around 75 lb of foliage daily. When stressed, giraffes may chew the bark off branches. During the wet season, food is abundant and giraffes are more spread out, while during the dry season, they gather around the remaining evergreen trees and bushes. Mothers tend to feed in open areas, presumably to make it easier to detect predators. Lions prey on giraffes, and calves are also targeted by leopards, spotted hyenas and wild dogs.

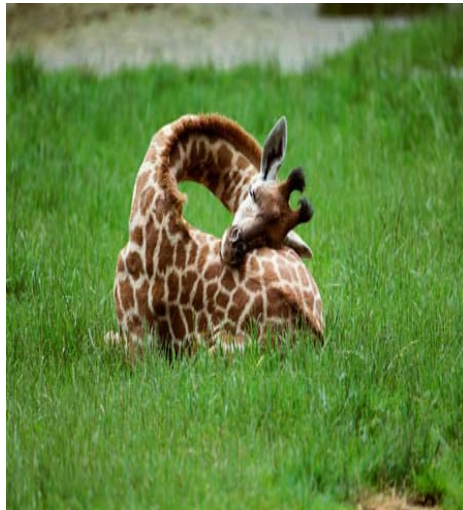
(4)Giraffes have an unusually long lifespan compared to other ruminants, up to 25 years in the wild. Because of their size, eyesight, and powerful kicks, adult giraffes are usually not subject to predation. However, they can fall prey to lions and are regular prey for them in Kruger National Park. Nile crocodiles can also be a threat to giraffes when they bend down to drink. Calves are much more vulnerable than adults and are additionally preyed on by leopards, spotted hyenas and wild dogs. A quarter to a half of giraffe calves reach adulthood.

(5)Adult giraffes do not have strong social bonds, though they do gather in loose groups if they happen to be moving in the same general direction. Males establish social hierarchies through "necking", which are combat battles where the neck is used as a weapon. This behavior occurs at low or high intensity. In low intensity necking, the combatants rub and lean against each

other. The male that can hold itself more erect wins the bout. In high intensity necking, the combatants will spread their front legs and swing their necks at each other, attempting to hit the opponent with their ossicones. They try to dodge each other's blows. The power of a blow depends on the weight of the skull and the arc of the swing. A necking duel can last over half an hour, depending on how well matched the combatants are.

(1)The front legs of a giraffe are slightly longer than its hind legs. A giraffe has only two gaits: walking and galloping. Walking is done by moving the legs on one side of the body at the same time, then doing the same on the other side. When galloping, the hind legs move around the front legs before the latter move forward, and the tail will curl up. The animal relies on the forward and backward motions of its head and neck to maintain balance and the counter momentum while galloping. The giraffe can reach a sprint speed of up to 37 mph, and can sustain 31 mph for several miles.

(2)A giraffe rests by lying with its body on top of its folded legs, and its head resting on its back. The giraffe sleeps intermittently around 4.6 hours per day, mostly at night. It usually sleeps lying down. To lie down, the animal kneels on its front legs and then lowers the rest of its body. To get back up, it first gets on its knees and spreads its hind legs to raise its hindquarters. It then straightens its front legs.



(3)The giraffe has intrigued various cultures, both ancient and modern, for its peculiar appearance, and has often been featured in paintings, books and cartoons. The giraffe has been classified by the International Union for Conservation of Nature (IUCN) as Least Concern for Endangered Species. Nevertheless, giraffes are still found in numerous national parks and game reserves.

7TH Grade Bellringers

Question 1

In general, how does the author structure the text?
Select all that apply

- a. Chronological
- b. Descriptions
- c. Compare and contrast
- d. Sequence
- e. Opinion and proof

Answer:

Question #1 has to do with analyzing a text's form and meaning. What are some things to remember about this type of question?

Question 2

Of the choices below, which would be the least successful re-write of this excerpt?

- a. An audio recording of the information
- b. A video presentation with a narrator explaining the visual representations
- c. A picture book with full text explanations
- d. None of the above

Answer:

Question 3

Of the choices below, which two would you classify as a central ideas or goals of this text?

- a. Exploitation of giraffes in society today
- b. Description of giraffes
- c. Explanation of how a giraffe moves/walks
- d. Cultural significance of the giraffe

Answer:

7TH Grade Bellringers

Question 1

Does the author acknowledge other points of view or opinions about giraffes? How do you know?

- a. Yes, the author discusses the different types of giraffes on the first page.
- b. Yes, the author explains how different cultures view the giraffe.
- c. No, the author only describes the giraffe but does not explore any opinions about it.
- d. No, the author only states his or her opinion about the giraffe.

Answer:

Question #1 has to do with point of view and distinguishing the author's POV from that of others. What are some things to remember about this type of question?

Question 2

What is the meaning of "combatants" at the top of page 3?

- a. A person engaged in fighting during a war
- b. A nation at war with another
- c. Entities engaged in a fight
- d. A terrorist

Answer:

Question 3

Why do Giraffes have an unusually long lifespan as compared to other mammals of their type?

- a. They are not hunted as frequently as others because of their height and size
- b. They have excellent eye sight and can see potential threats from a distance
- c. They have powerful kicks, which can be used as a defensive technique to warn predators
- d. All of the above

Answer:

7TH Grade Bellringers

Question 1

Why do you think the author chose to include the picture on page 3?

- a. Because it is a cute picture!
- b. To illustrate how the giraffe rests; to visually show what the text immediately preceding the picture explains.
- c. None of the above
- d. Both a and b

Answer:

Question #1 has to do with evaluating different mediums. What are some things to remember about this type of question?

Question 2

Why is this sentence important to the overall message of the second paragraph?

"There are nine subspecies of giraffes, which are categorized by a difference in coat patterns."

- a. This sentence shows the reader what a giraffe looks like.
- b. This sentence provides an explanation of the picture immediately preceding the text.
- c. This sentence provides a transition between the division and classification of the giraffe and the coat patterns of different giraffes.
- d. All of the above

Answer:

Question 3

How does the 3rd paragraph on page 2 fit into the overall message of the text?

- a. It primarily explains the giraffe's diet and feeding grounds.
- b. It provides details about why they live longer than other ruminants.
- c. Both a and b
- d. None of the above.

Answer:

7TH Grade Bellringers

Question 1

Where do you think the author found most of his or her information for this text? Do you think the evidence is relevant and sound?

- a. An encyclopedia; No, it is not relevant
- b. An online documentary; No, it is not relevant
- c. An encyclopedia; Yes, it is relevant
- d. A television documentary; Yes, it is relevant

Answer:

Question #1 has to do with evaluating claims and evidence. What are some things to remember about this type of question?

Question 2

What is the giraffe's primary offensive tool? Select all that apply.

- a. Their neck
- b. Their horns/ossicones
- c. Their gallop
- d. Their hooves

Answer:

Question 3

How do groups of giraffes organize themselves?

- a. They don't organize themselves because they don't travel together.
- b. They organize themselves based on results from male "necking".
- c. They are a maternal group, with the eldest female leading her family.
- d. None of the above

Answer:

7TH Grade Bellringers

Problem: Which part of the sentence is a prepositional phrase?

The two toddlers kick each other under the table.

- a. Toddlers kick each other
- b. Under the table
- c. The two toddlers kick

Answer:

b

This type of question has to do with phrases and clauses. What are some things to remember about this type of question?

Instructions: For each sentence below, identify the requested phrase or clause.

1. **Verb Phrase:** Jeramine was studying late last night.
 - a. Jeramine was studying
 - b. Studying late last night
 - c. Was studying

2. **Independent Clause:** The boy watered many lawns on his street.
 - a. The boy watered many lawns
 - b. On his street
 - c. Watered many lawns

3. **Dependent Clause:** When the stove is hot, you can start cooking.
 - a. You can start cooking
 - b. When the stove is hot
 - c. Start cooking

7TH Grade Bellringers

Problem: Is the following sentence simple, compound, complex, or compound-complex?

Emily and Michael went to dinner after they finished cleaning the house.

Answer:
Complex

This type of question has to do with simple, compound, complex, and compound-complex sentences. What are some things to remember about this type of question?

Instructions: Identify the following sentences as simple, compound, complex, or compound-complex.

1. When he handed in his homework, he forgot to put his name on the paper.
Answer:
2. Many students like to study late in the evenings.
Answer:
3. My sister likes to sew, and my brother likes to cook.
Answer:
4. Stephanie could not hear her timer because it was broken, and she was worried about burning her pie.
Answer:
5. Sarah saw Charlie towards the bottom of the hill, but when she climbed the big rock, she could not see him
Answer:

7TH Grade Bellringers

Problem: Identify and correct the misplaced modifier.

On her way home from work, Sarah found a silver man's ring.

Answer:

"Silver man's ring" should be "man's silver ring".

This type of question has to do with misplaced or dangling modifiers. What are some things to remember about this type of question?

Instructions: Correct the following sentence by fixing the misplaced and/or dangling modifiers.

1. The torn employee's handbook lay on the table.

Answer:

2. I ate a hot dish of oatmeal for dinner last night.

Answer:

3. The car dealer sold the Jetta to the college student with black seats.

Answer:

4. When nine years old, my father enrolled in college.

Answer:

7TH Grade Bellringers

Problem: Which sentence is correct?

- a. The violist played a beautiful, haunting melody.
- b. The violist played a beautiful haunting melody.

Answer:

a

This type of question has to do with commas. What are some things to remember about this type of question?

Instructions: For the pairs of sentences below, select the correct sentence.

- 1. The hot July breeze warmed my skin.
- 2. The hot, July breeze warmed my skin.

Answer:

- 3. Let's go watch the movie at the new drive-in movie theatre.
- 4. Let's go watch the movie at the new, drive-in movie theatre.

Answer:

- 5. I really would like to have a hot yummy sausage pizza tonight.
- 6. I really would like to have a hot, yummy sausage pizza tonight.

Answer:

- 7. Her brown, shiny hair flowed in the wind.
- 8. Her brown shiny hair flowed in the wind.

Answer

7TH Grade Bellringers

Problem: Select the correct spelling for the definition below.

To produce a copy of a document

- a. Foregry
- b. Foregery
- c. Forgery

Answer:

c

This type of question has to do with spelling correctly. What are some things to remember about this type of question?

Instructions: Select the correct spelling for each definition below.

1. To overcome or take control of
 - a. Conker
 - b. Conquer
 - c. Conquere

2. Just; only
 - a. Merly
 - b. Meerly
 - c. Merely

3. A thin board or slab on which an artist lays/mixes colors
 - a. Palette
 - b. Pallette
 - c. Pallete

7TH Grade Bellringers

Problem: Which sentence is more precise and less wordy than the others?

- a. *I'm just asking for some family vacation planning of a thoughtful nature.*
- b. *I'm asking for thoughtful family vacation planning.*

Answer:

b

This type of question has to do with wordiness and redundancy. What are some things to remember about this type of question?

Instructions: For each wordy or redundant sentence, select the best and most concise edited version.

1. My husband and I liked everything about our new sports car, which was purchased from a local car dealer, except the interior color, which was gray in color.
 - a. My husband and I liked everything about our new sports car except the interior color, which was gray in color.
 - b. My husband and I liked everything about our new sports car we purchased from a local car dealer except the gray interior color.
 - c. My husband and I liked everything about our new sports car except for the gray interior, which was purchased from a local car dealer.

Answer:

2. Joe's contribution to the project was exceptionally beyond the norm. Why did he do it? The reason is because he's passionate about what they do.
 - a. Joe's contribution to the project was beyond the norm. Why did he do it? Because he's passionate about what they do.
 - b. Joe's contribution to the project was exceptionally the norm. Why did he do it? The reason is he's passionate about what they do.
 - c. Joe's contribution to the project was the norm. He's passionate about it.

Answer:

7TH Grade Bellringers

Problem: What is the meaning of the underlined word?

She was greatly piqued when they refused her invitation.

- a. A feeling of excitement
- b. A feeling of irritation or resentment
- c. A feeling of anger

Answer:

b

This type of question has to do with using context to find the meaning of a word. What are some things to remember about this type of question?

Instructions: Use the context of the sentence to select the meaning of each underlined word.

1. I decided to conjure up a delicious mixture for dinner from our random leftovers.

- a. Make something appear unexpectedly, as if by magic
- b. Make something specific from unique ingredients
- c. Put together

Answer:

2. He was a docile child, calm and agreeable.

- a. Ready to take control
- b. Scared
- c. Submissive

Answer:

3. From our balcony window, we could see a vista of arches.

- a. A gathering
- b. A pleasing view
- c. A vision

Answer:

7TH Grade Bellringers

Problem: What is the root of the word and what is its meaning?

Capsule

- a. Cap - head
- b. Cap - end
- c. Sule - container

Answer:

a

This type of question has to do with using roots to find the meaning of a word. What are some things to remember about this type of question?

Instructions: For each word below, select the root of the word and its meaning.

1. Suicide

- a. Cide – cut, kill
- b. Sui – cut, kill
- c. Cide – self

Answer:

2. Animate

- a. Mate – together
- b. Anim – puppet
- c. Anim – life

Answer:

3. Corporation

- a. Corp – fish
- b. Corp – body
- c. Ation – group

Answer:

7TH Grade Bellringers

Problem: Select the meaning of the word. Then confirm the meaning by checking the sentence's context.

Stodgy

- a. Heavy, dull
- b. Fat, overweight

Sentence: She had troubled getting through the stodgy Biology book.

Answer:

a

This type of question has to do with finding definitions of a word. What are some things to remember about this type of question?

Instructions: Select the meaning of the word first. Then confirm your answer by checking the inferred meaning in context by reviewing the sentence.

1. Nomadic

- a. Pertaining to someone who has no steadfast home
- b. Pertaining to someone who steals and takes from others
- c. Pertaining to someone who is poor

Answer:

Sentence: Early settlements were nomadic, following the food supply they hunted throughout the middle of the continent.

2. Incredulous

- a. Believable
- b. Skeptical
- c. Incredible

Answer:

Sentence: In court, use of the law drew incredulous responses from the media.

7TH Grade Bellringers

Problem: What activity is the author describing?

The violets bowed their heads.

- a. The violets looking down.
- b. The violets wilting.
- c. The violets blooming.
- d. The violets waking up.

Answer:

b

This type of question has to do with interpreting figure of speech. What are some things to remember about this type of question?

Instructions: Select which figurative language is being used on each question.

1. A single dim ray, like the thread of the spider, shot from out the crevice.
- a. Simile
 - b. Metaphor
 - c. Hyperbole

Answer:

2. Death has reared himself a throne.
- a. Simile
 - b. Personification
 - c. Hyperbole

Answer:

3. The breeze – the breath of God – is still.
- a. Metaphor
 - b. Personification
 - c. Hyperbole

Answer:

7TH Grade Bellringers

Problem: Complete this analogy.

Doctors: Patients

Teachers: _____

- a. Principals
- b. Students
- c. Classroom

Answer:

b.

This type of question has to do with using the relationship between words to find a definition. What are some things to remember about this type of question?

Instructions: Answer the following questions.

1. Which word is a synonym for “meat”?

- a. Assembly
- b. Sustenance
- c. Gathering

Answer:

2. Which word is an antonym for “allegiance”?

- a. Loyalty
- b. Adherence
- c. Treachery

Answer:

3. Complete this analogy.

Bad: Worst Good: _____

- a. Better
- b. Gooder
- c. Best

Answer:

7TH Grade Bellringers

Problem: Which sentences has the most neutral connotative impression of Betsy.

- a. Betsy was an enthusiastic student.
- b. Betsy was an active student
- c. Betsy was a fanatical student.

Answer:

b

This type of question has to do with connotative and denotative meanings. What are some things to remember about this type of question?

Instructions: For each set of sentences, select the more negative connotation.

- 1. She was an impulsive buyer.
- 2. She was a spontaneous buyer.

Answer:

- 3. He was confident during his interview with the company down the street.
- 4. He was conceited during his interview with the company down the street.

Answer:

- 5. My folks enjoy drinking wine with their other cultured friends.
- 6. My folks enjoy drinking wine with their other snobbish friends.

Answer:

- 7. His girlfriend is so domineering in our group projects.
- 8. His girlfriend is so assertive in our group projects.

Answer:

7TH Grade Bellringers

Problem: Select the appropriate definition for the following word.

Exuberant

- a. Filled with lively energy
- b. Profound insight

Answer:

a

This type of question has to do with using your vocabulary. What are some things to remember about this type of question?

Instructions: Answer the questions below.

1. She rarely is tolerant of other religions – such a bigot!

What does “bigot” mean in this sentence?

- a. Fanatical about one’s ideas
- b. Unknowledgeable

Answer:

2. I began to _____ over the various choices for my first job.

What word makes the most sense in the blank?

- a. Mull
- b. Quench

Answer:

3. My goal is to reach the _____ tip of the mountain.

What word makes the most sense in the blank?

- a. Unscathed
- b. Utmost

Answer:

7TH Grade Bellringers

Problem: You want to write an argumentative essay about not giving students extra credit. Which statement best illustrates your point?

- a. Extra credit is harmful to a student's work ethic.
- b. Extra credit is helpful and should be used often.

Answer: a

This type of question has to do with writing introductions and organization information for an argumentative essay. What are some things to remember about this type of question?

Instructions: Answer the following questions.

1. Cain's writing an essay about Lyndon B Johnson and how he had an important impact on public education. Which sentence reflects a strong introduction?
 - a. Johnson was a great president! He did a lot for public education.
 - b. In his presidential term, Lyndon B Johnson made public education a top priority, with an emphasis on helping poor children.
 - c. Unlike other presidents, LBJ did more to help public schools.

Answer:

2. What is the best way for Cain to organize his essay about LBJ?

- | | |
|--------------------------|--|
| (1) Introduction | (4) Legislative events during his term |
| (2) After his presidency | (5) Offices held |
| (3) Becoming President | (6) LBJ's lasting impact |

Answer:

7TH Grade Bellringers

Problem: You want to include information about the effect of extra credit on overall test scores. The best place to get this information is:

- a. An atlas
- b. A newspaper article
- c. Historical information from teachers

Answer:

c.

This type of question has to do with finding and using relevant and accurate information in an argumentative essay. What are some things to remember about this type of question?

Instructions: Answer the following questions.

1. Ben's paper claims that of all mammals, chimps behaviors are most like humans. What sentence could he add to this paragraph to best enhance his argument?

Chimps eat a wide range of foods. They love fruits and plants, but will eat bugs and meat. Chimps will also gather socially to spend a large portion of their day looking for food. They are smart and can remember where to look for the best fruits.

- a. Just as we gather, cook, and eat together with friends and family, chimps also participate in communal gatherings when food is involved.
- b. Chimps will travel long distances to make sure they have enough food.
- c. As humans, we also like to eat lots of different types of food.

Answer:

2. If Ben wanted to gather more information about chimps and their behaviors, where would he find the most relevant and credible information?

- a. A dictionary
- b. A thesaurus
- c. An encyclopedia

Answer:

7TH Grade Bellringers

Problem: Which transition should you use in an essay? Select all that apply.

- a. In addition,
- b. Overall,
- c. In closing,
- d. Therefore,
- e. Also,
- f. Additionally,

Answer: All of them!

This type of question has to do with transitions in an argumentative essay. What are some things to remember about this type of question?

Instructions: Answer the questions below.

(1) Bullying is not a new problem. (2) Today, though, we are seeing an epidemic of bullying and cyber bullying in the classroom, in our schools, and in our community. (3) Bullying is not just “kids being kids”. (4) It does not “toughen” them up to be picked on by a bully, and some children only get one piece of advice, “just hit them back”. (5) Often, bullying keeps occurring because the victim is too afraid to ask for help from an adult and is too afraid to “just hit them back”. (6) Hitting back does not solve the problem either. (7) It may escalate the problem and turn the victim into a bully as well.

1. Choose the word or phrase that best connects sentence 6 to sentence 7.
 - a. In fact,
 - b. Additionally,
 - c. So,

Answer:

2. What is the best way to re-write sentence 4?
 - a. Leave the sentence as it is.
 - b. Break it into 2 sentences divided by a period.
 - c. Break it into 2 sentences divided by a semi-colon.

Answer:

7TH Grade Bellringers

Problem: Which sentence would be a better concluding statement in a paper about popular pasta dishes?

- a. Spaghetti is my favorite pasta dish because I really like it.
- b. Although there are many different pasta dishes in the US today, spaghetti and meatballs is still the most popular.

Answer: b.

This type of question has to do with concluding statements of an argumentative essay. What are some things to remember about this type of question?

Instructions: Answer the questions below.

1. Which sentence would be a good concluding sentence for the following paragraph and a strong transition sentence to the next section of the paper?

It is important for young adults to understand the value of hard work. If they develop the skills to work hard through high school and college, they will find successful careers and do well in life.

- a. There are specific things young adults can do to develop these skills.
- b. Hard work equals success.
- c. These days, young adults see people who have not worked hard succeed and prosper.

Answer:

2. Which word or phrase would you most likely use in a concluding statement at the end of an essay?

- a. In addition,
- b. In closing,
- c. Thirdly,

Answer:

7TH Grade Bellringers

Problem: Which of the following topics would be good for informative/explanatory texts?

- a. Descriptive essay about our most recent president.
- b. Explanatory essay about a college sport.
- c. Informational text about a topic in physics.
- d. All of the above.

Answer: d

This type of question has to do with introductions and organization in an informative essay. What are some things to remember about this type of question?

Instructions: Answer the questions below.

1. Beatrice is writing a short paper explaining the purpose of the Supreme Court in the American government for her history class. Which introductory sentence would be best for her paper?
 - a. The Supreme Court has several special roles to play in the United States government making it a powerful part of the checks and balance system.
 - b. The Supreme Court is very important to the US.
 - c. May people don't understand why the Supreme Court is important.

Answer:

2. Which of the following ways could Beatrice use to organize her data and information?
 - a. Headings and other formatting adjustments
 - b. Comparing and contrasting the Supreme Court's role with other governmental entities
 - c. Both a and b

Answer:

7TH Grade Bellringers

Problem: Where could Tony find the best information about modern military airplanes?

- a. An atlas
- b. A thesaurus
- c. An encyclopedia
- d. Newspaper articles

Answer:

c

This type of question has to do with finding and using relevant and accurate information in an informative essay. What are some things to remember about this type of question?

Instructions: Answer the questions below.

The moon is the only other celestial body that has been visited by humans. The first manned visit was made by the United States in 1968. Oxygen is not present on the moon, so when humans have visited the moon, they have had to wear special astronaut space suits that covered their entire body and contained the air they needed to breathe.

1. Which sentence would be a good supporting sentence to add to this paragraph?
 - a. The highest temperature recorded on the moon is 253 degrees Fahrenheit.
 - b. Scientists have studied the dust, soil, and rocks and have found traces of oxygen, magnesium, aluminum, and silicon.
 - c. The first astronauts on the moon were Neil Armstrong and Buzz Aldrin in 1969.

Answer:

2. Which concept would be a poor supporting idea to develop in this paragraph?
 - a. More information about humans landing on the moon
 - b. More information about the history of time travel
 - c. More information about what the special space suits used by astronauts

Answer:

7TH Grade Bellringers

Problem: What is the best way to combine these sentences?

They are muscular dogs that can weigh up to fifty-five pounds. Their lifespan is 8-12 years.

- a. pounds, and their
- b. pounds, so their
- c. pounds; their

Answer:

a

This type of question has to do with the types of words and phrases in an informative essay. What are some things to remember about this type of question?

Instructions: Answer the questions below.

(1)Bulldogs are a medium-sized breed of dog that typically have a wrinkled face with a pushed-in nose. (2)They are muscular dogs and can weigh up to fifty-five pounds. (3)Bulldogs are short-haired dogs. (4)They can come in colors of white, tan, or a darker brown with black around the eyes. (5)They are born with a short tail that curls naturally. (6)Bulldogs can be expensive and cost anywhere from \$1,500 to \$3,000. (7)They are easy going dogs, and they are not too hyperactive. (8)They do not require as much exercise as other types of dogs.

1. Choose the best word or phrase that would best connect sentences 4 and 5.
 - a. Above all,
 - b. On the other hand,
 - c. Additionally,

Answer:

2. Choose the best word or phrase the would best connect sentences 7 and 8.
 - a. In short,
 - b. Consequently,
 - c. On the other hand,

Answer:

7TH Grade Bellringers

Problem: What is the main goal of the concluding sentence in an informative essay?

- a. To reiterate important information.
- b. To fully settle the argument.
- c. To restate the thesis and solve the comparisons.

Answer: a

This type of question has to do with concluding statements of an informative essay. What are some things to remember about this type of question?

Instructions: Answer the questions below.

Semi-trucks, also known as tractor-trailers or 18-wheelers, are one of the primary ways that goods are transported from place to place in the United States. They can haul food, clothing, furniture, and many other items.

Semi-trucks have two sections. The front part is the truck that contains the engine and can have ten wheels. It can move with or without a trailer, which is called bobtailing. The back part is the trailer that can have eight wheels. It does not have an engine and cannot be moved without the truck.

Semi-trucks can weigh more than 30,000 pounds depending on the load they are carrying. Their weight keeps them from traveling on some roads or bridges that cannot handle excessive weight. Their height is over 13 feet, which means they may not be able to fit under certain overpasses.

1. Which sentence would be a good concluding sentence to the second paragraph?
 - a. When transporting goods, drivers must be aware of where their truck can drive.
 - b. Because of this, drivers are often highly trained so they can skillfully drive the semi-truck on their route.
 - c. Drivers should always be trained on this information.

Answer:

7TH Grade Bellringers

Problem: Which of the following things are important aspects of the introduction of a narrative?

- a. Introduce a narrator.
- b. Introduce the characters.
- c. Establish a context and setting.
- d. All of the above.

Answer:

d

This type of question has to do with introductions and organization in a narrative. What are some things to remember about this type of question?

Instructions: Answer the questions below.

40+ broken skateboards, three guitar picks, two golf gloves, a pair of motocross goggles, a hubcap, and a bike tire... a museum of my former students resides in my classroom. Some would call it junk, horrors! To my students it is a welcome mat that says, "You are welcome here. Even better, celebrated here. Sit down, relax, and get to work!" Okay the last part is what it means to me. I firmly with all my heart believe that a person has to put their fears aside to be able to learn. Yes, there are times to be uncomfortable, to stretch and grow but first we must be comfortable and open.

1. Who is the narrator of this story? What point of view is used?
 - a. The student; first person
 - b. The teacher; third person
 - c. The teacher; first person

Answer:

2. What is the setting of this first paragraph?
 - a. A classroom or school
 - b. A field or athletic setting
 - c. Someone's home

Answer:

7TH Grade Bellringers

Problem: How does sensory language help convey the plot to the reader?

- a. It gives background information.
- b. It tells where things are located.
- c. It makes all of the actions, settings, and characters more vivid.

Answer:

c

This type of question has to do with using specific narrative techniques.

What are some things to remember about this type of question?

Instructions: Answer the questions below.

Well, it wasn't long, seconds it seemed, when I heard Bobby running down the hall and yelling, "Come quick! It's Louis! He needs you!" I could tell from Bobby's tone he was scared and that something bad must have happened. I took off running and barged through the restroom door. Inside I saw Louis leaning over the toilet and crying, "Help me! You must help me!" I got closer and looked in the toilet and staring back at me was Louis's glass eye. I didn't know exactly what to do, but Louis was still yelling, "Help me! You have to get it!" So, I quickly plunged my hand in the water and fished out the glass eyeball.

1. What narrative technique does this paragraph use to develop the plot?
 - a. Description
 - b. Dialogue
 - c. Pacing

Answer:

2. The precise descriptions in this paragraph help convey...
 - a. Louis' mischievous behavior.
 - b. the calm way they handled the situation at home.
 - c. the sense of urgency and quick actions taken by the narrator.

Answer:

7TH Grade Bellringers

Problem: What type of sensory words could you use to describe a pizza?

- a. How it felt
- b. How it tasted
- c. How it smelled
- d. How it looked
- e. How it made you feel
- f. All of the above

Answer:

f

This type of question has to do with using transitional and precise words and phrases in a narrative. What are some things to remember about this type of question?

Instructions: Answer the questions below.

The words from my sister's email are a knife in my heart. "I believe your father loves you." - This, from a woman who thinks global warming is a conspiratorial hoax cooked up by liberals and that the only path to a spiritual life and salvation is through a narrow and very specific relationship with Jesus. To say that I don't believe everything my sister says is an understatement. But I do love her. If I look closely, I can still see her child self, standing slightly off behind her. She's wearing one of those old sunsuits with the spaghetti straps at the shoulders and an elasticized waist. Over this she has paired an outstandingly clashing pair of Bermuda shorts. Her hair is in two long braids, the ends curled in ringlets, like Dorothy, in the Wizard of Oz. It's how I always see her. Some people are like that. Their arrested development is completely apparent, even visible to me.

1. How does the author use descriptive language to develop and/or portray her sister's character?
 - a. She portrays her sister as being a little irrational.
 - b. She highlights the fact that she can still see her sister as a young girl.
 - c. She portrays her sister as being able to see the positive in others.
 - d. All of the above.

Answer:

7TH Grade Bellringers

Problem: What is the main goal of the concluding sentence in a narrative?

- a. To follow and/or reflect on the narrated experiences.
- b. To fully settle the argument.
- c. To restate the thesis and solve the comparisons.

Answer:

a

This type of question has to do with conclusions in a narrative. What are some things to remember about this type of question?

Instructions: Answer the question below.

As the conversation continued about the happenings of the world - education was brought up. Jeff, the black minister, knew education was important. He wanted the best for his children. The white man had been educated and saw the importance, also. He told Jeff he didn't believe there would be a time when people of color would go to school with whites; it just didn't seem right. Jeff looked him in the eye, and because of their mutual respect said, "You might be right for now, but the future holds something else."

The characters in this story are long gone, and I had an opportunity to see my grandfather's prophecy come true. I went to school and had an opportunity to be a teacher in a school that was not too far from where this conversation took place. I see my contribution as a question mark. The question is: Does the future hold something else that may even surpass our former and present accomplishments?

1. Which phrase or sentence best represents the concluding thought of this section of the narrative?
 - a. I see my contribution as a question mark.
 - b. Does the future hold something else that may even surpass our former and present accomplishments?
 - c. Education is important.

Answer:

7TH Grade Bellringers

Problem: What change, if any, would you make to this sentence?

My mother was a beautiful woman in her time, she even won a beauty pageant.

- a. Make no change
- b. Capitalize *mother*
- c. Change the comma to a semi-colon

Answer: c

This type of question has to do with revising and editing texts. What are some things to remember about this type of question?

Instructions: Answer the questions below.

(1) I was in the 7th grade. (2) There had been some very severe issues that had happened and were happening in my home with my parents and siblings. (3) The details might not be necessary to share now, still, trust me – I really was in a survival mode, and school was the only safe and normal place. (4) I am not sure why but I was hanging out with some "friends" who also came from some "bumpy" home lives.

1. What is the best way to revise sentence 2?
 - a. My parents, siblings, and I had some pretty crazy issues going on at the house.
 - b. At that time, I had experienced some severe issues at my home with my parents and siblings.
 - c. Leave the sentence as is.

Answer:

2. What change, if any, would you make to sentence 4?
 - a. Add a comma after **why**.
 - b. Remove the word **out**.
 - c. Remove the quote marks on both words.

Answer:

7TH Grade Bellringers

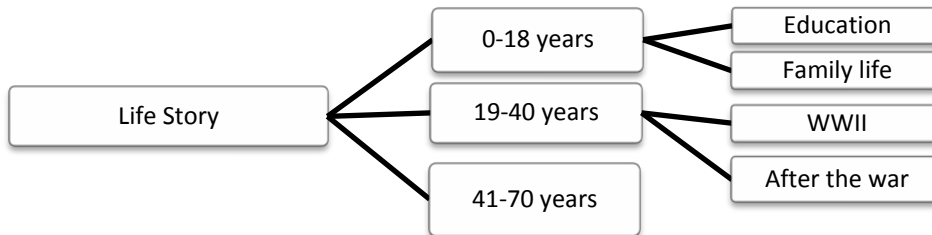
Problem: What are some ways you can organize and plan your writing?

- a. Brainstorm cluster graphs
- b. Outlines
- c. Graphs
- d. Flowcharts
- e. All of the above

Answer: e

This type of question has to do with organizing and writing texts. What are some things to remember about this type of question?

Instructions: Answer the questions below about Juan's organizational cluster. He's writing a life story about his grandfather.



1. Which balloon would Juan categorize information about where his grandfather went to high school?
 - a. Family life
 - b. After the war
 - c. Education

Answer:

2. Which of the following ideas would not fall under the "WWII" balloon?
 - a. Battles fought
 - b. Countries visited
 - c. Retirement

Answer:

7TH Grade Bellringers

Problem: Which of the following sentences contain an error?

- a. He enjoys playing basketball with his buddies.
- b. She thinks that her homework will give her an A+.
- c. The doctor told her to expect a speedy recovery.

Answer:

a

This type of question has to do with revising and editing texts. What are some things to remember about this type of question?

Instructions: Answer the questions below.

(1) It was the beginning of school, and with it came the feelings of starting. (2) On “Meet the Teacher” night, the students brought in their supplies and introduced themselves to me. (3) Most of the students came in excited and ready to start a new school year, especially since this would be the year before middle school. (4) Some students arrived a little apprehensive and shy and still others, you can tell, just don’t want to start another year because to them it means the end of their summer.

1. What is the best way to revise sentence 4?
 - a. Some students arrived a little apprehensive and shy. Others, you can tell, just don’t want to start another year because it means the end of their summer.
 - b. Some students arrived a little apprehensive and shy. Others, you could tell, didn’t want to start another year because it meant the end of their summer.
 - c. Some students arrive a little apprehensive and shy and still others, you could tell, just didn’t want to start another year because it means the end of their summer.

Answer:

2. Is “themselves” used correctly in sentence 2?
 - a. Yes
 - b. No

Answer:

7TH Grade Bellringers

Problem: How should you use a sentence from an article in your essay?

- a. Paraphrase it – don't use quotes
- b. Quote it as it is – do use quotes
- c. Both a and b are correct

Answer:

c

This type of question has to do with paraphrasing text. What are some things to remember about this type of question?

Instructions: Answer the questions below.

I never really excelled in math throughout middle school, and I was discouraged against taking honors math when I had to schedule my freshman year of high school. While I did well in middle school, the work was not rigorous, so freshman year I took College Preparatory-level Geometry. It was clear that the class was too easy, but the jump between CP-and Honors-level work was too great a leap at my high school. I decided to try my luck at clearing that gap though, and had the "Bridge Lady" not constructed a sturdy and comforting path across it, I would never have completed the journey.

1. Which of these sentences fail to paraphrase words from the passage? Select all that apply.
 - a. She was not encouraged to take honors math in high school.
 - b. The "Bridge Lady" was her favorite teacher in high school because of the help provided during the honors math class.
 - c. Her CP Geometry class was too easy for her, but she didn't wasn't sure she wanted to take the change at the tougher honors classes.
 - d. The "Bridge Lady" helped her be successful in her honors classes.
 - e. The "Bridge Lady" was her school counselor.
 - f. She did not like math in middle school.

Answer:

7TH Grade Bellringers

Problem: When was this article published online? 2007 or 2009?

Shulte, Bret. "Putting a Price on Pollution." *Usnews.com. US News & World Rept.*, 6 May 2007. Web. 24 May 2009.

Answer:
2007

This type of question has to do with citing sources. What are some things to remember about this type of question?

Instructions: Answer the questions below.

Milken, Michael, Gary Becker, Myron Scholes, and Daniel Kahneman. "On Global Warming and Financial Imbalances." *New Perspectives Quarterly* 23.4 (2006): 63. Print.

Nordhaus, William D. "After Kyoto: Alternative Mechanisms to Control Global Warming." *American Economic Review* 96.2 (2006): 31-34. Print.

---. "Global Warming Economics." *Science* 9 Nov. 2001: 1283-84. *Science Online*. Web. 24 May 2009.

Uzawa, Hirofumi. *Economic Theory and Global Warming*. Cambridge: Cambridge UP, 2003. Print.

1. When was "Economic Theory and Global Warming" published?
 - a. 2006
 - b. 2007
 - c. 2003

Answer:

2. Who wrote "After Kyoto: Alternative Mechanisms to Control Global Warming"?
 - a. Michael Milken
 - b. William Nordhaus
 - c. Unknown

Answer: