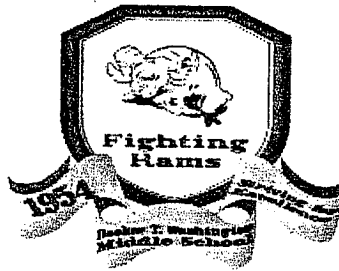


Booker T. Washington Middle School



Reading/ELA/Mathematics

ACT Aspire

Homework & Study Guide

7th Grade

Booker T. Washington Middle School

Attention: Parents & Students!

Our Homework Mission

At Booker T. Washington we strive to prepare our students for academic success. We have prepared this homework practice guide for remediation to assist our students to be successful when taking the ACT Aspire Test. We strongly believe that if we all work together as a team, we will accomplish the mission of helping our students meet and exceed the required standards.

25 Books Campaign

All students are required to check out books from the school's library on a weekly basis. Students will read those books and take an AR (Accelerated Reading) test on the computer at school. The goal is for the students to read a minimum of 25 grade level appropriate books or books equivalent to 1,000,000 words per year from a variety of subjects. We will use the STAR Reading Test to evaluate your child's comprehension level and assign a grade level range where maximum learning will take place.

Please go to our schools website for more information and links to tools for success.

www.washington.mcm.schoolinsites.com

It Starts With Us!



ACT Aspire Grade 4 English

Vegetable Magic

The Vienna Vegetable Orchestra is creating a new, unusual sound with its music. This group performs music by playing vegetables. The orchestras ¹⁹ strange instruments *beep, whir, squeak, and thump*.

Before each show, the orchestra members shop for fresh vegetables. Then, the musicians careful ²⁰ cut and carve the food with knives. Sometimes they use a drill, too. As members work, a carrot becomes a flute, and a pepper changes into a horn, ²¹ a pumpkin is transformed into a fine bass drum.

The members of the orchestra loves ²² the taste, smell, and look of their instruments. They also enjoy sharing their ²³ special songs with others. The songs are influenced by many different styles, such as jazz, electronic, and pop music.

After watching a Vienna Vegetable Orchestra performance. ²⁴ Audience members have another delight waiting for them. The orchestra has a cook who makes a delicious soup from all of the vegetables. An evening with the Vienna Vegetable Orchestra is a truly remarkable experience.

19. What change, if any, should be made to the underlined word?
- A. NO CHANGE
 - *B. orchestra's
 - C. orchestras'
 - D. orchestra
20. What change, if any, should be made to the underlined word?
- A. NO CHANGE
 - B. most careful
 - *C. carefully
 - D. more careful
21. What change, if any, should be made to the underlined text?
- A. NO CHANGE
 - *B. horn. A
 - C. horn a
 - D. horn a,
22. What change, if any, should be made to the underlined word?
- A. NO CHANGE
 - *B. love
 - C. has loved
 - D. loving
23. What change, if any, should be made to the underlined word?
- *A. NO CHANGE
 - B. it's
 - C. they're
 - D. there
24. What change, if any, should be made to the underlined text?
- A. NO CHANGE
 - B. performance audience
 - *C. performance, audience
 - D. performance audience,

ACT Aspire Grade 6 English

Pie Through the Ages

Today, pies filled with sweet, fruity filling are a dessert favorite. But in the time of ancient Greece, people only filled pies with meat, poultry, or seafood. For many centuries, the pie's pastry shell served primarily as a means for baking, the tough dough functioned if a pot or casserole dish does today. The crust also served as a helpful way to carry, store, and serve food. The heavy crust did not go to waste after its filling was gone, however. It was then used to thicken stews.

Many children grow up hearing the nursery rhyme about blackbirds baked in a pie, but few realize there is truth to the tale. In the 1500s, pies were often part of an evening's entertainment.

Blackbirds would be sealed in an uncooked pie that would be presented to partygoers.

The birds which were quite ready to be freed, would fly around once the pie was cut open.

After arriving in North America, English colonists incorporated local ingredients into their pie recipes.

They used berries, dried fruit, eggs, and molasses. In the late 1700s, pies were made from apples that were neither peeled nor cored. Some said the crust was so tough that it would not break, even if it were run over by a wagon wheel.

[A] As America expanded westward in the 1800s, settlers hungry for pie had to learn to cope with what tools were available, such as possum or vinegar. [B] As the United States grew, pie continued to be a valuable part of American life. [C] A newspaper editorial in the early 1900s claimed, "Pie is the food of the heroic. No pie-eating people can ever be permanently vanquished." Pies have been a favorite food for a long time, and today, apple pie is considered a symbol of American life. [D]

13. What change, if any, should be made to the underlined text?
- A. NO CHANGE
 - *B. baking. The
 - C. baking the
 - D. baking the,
14. What change, if any, should be made to the underlined word?
- A. NO CHANGE
 - *B. like
 - C. after all
 - D. then
15. What change, if any, should be made to the underlined text?
- A. NO CHANGE
 - B. birds which were quite ready to be freed
 - *C. birds, which were quite ready to be freed,
 - D. birds, which were quite ready to be freed
16. What change, if any, should be made to the underlined text?
- *A. NO CHANGE
 - B. berries dried fruit eggs
 - C. berries dried fruit eggs,
 - D. berries dried fruit, eggs,
17. What change, if any, should be made to the underlined word?
- A. NO CHANGE
 - B. features
 - *C. ingredients
 - D. portions
18. Where would be the best place to add the following sentence?
- Pie was quite important to these settlers, and they ate it with almost every meal.
- A. Point A
 - *B. Point B
 - C. Point C
 - D. Point D

ACT Aspire Grade 8 English

Ghost Bird

In 1951, fifteen-year-old David Wingate examined the limestone cliffs of the Bermuda Islands. He was looking for the Bermuda petrel, or cahow, a seabird once so common that the Bermuda night sky was filled with its eerie cries. The bird, thought to have been extinct for three hundred years, had reportedly been spotted—twice. Wingate, a bird lover and Bermuda native, had joined a team of naturalists who were hoping to confirm the reports. For days they searched,⁷ the team found a cahow chick tucked into a crevice, along with a few other cahow nests.

Wingate became focused on saving the cahow. After leaving Bermuda to study zoology at Cornell University in New York, he returned in the late 1950s to search the islands for the bird. He found eighteen nesting pairs, most of them fairly healthy,⁸ on several remote islets. Though the cahow still existed, Wingate knew that its current breeding habitat—burrows created in fragile limestone cliffs—was threatened by hurricanes, rising sea levels, and erosion.

Over a period of years Wingate, as Bermuda's, conservation officer,⁹ transformed an elevated, uninhabited fifteen-acre Bermuda island that was unpopulated,¹⁰ called Nonsuch, into a haven for this endangered species. He restored native flora and created dozens of sturdy, soil-filled burrows, providing the cahow with safe nesting places. Speakers played prerecorded cahow calls to attract the first birds. Soon, there were eight pairs of cahows nesting on Nonsuch Island.

Wingate feels, however,¹¹ that there is no sound more beautiful than the haunting cries of the cahow—the unbelievably reappearing “ghost bird,” as he calls it—again filling the Bermuda night sky. In 2009, eighty-six nesting pairs on Nonsuch Island produced dozens of healthy chicks that left they're¹² burrows to fly out to sea. Many of these birds returned to Nonsuch to make nests of their own.

7. A. NO CHANGE
B. Days passed as they searched,
C. They spent days searching,
*D. After days of searching,
8. Given that all the choices are accurate, which one most clearly emphasizes how close the cahow was to extinction when Wingate began his project?
A. NO CHANGE
B. some of the pairs having made sturdy nests in the cliffs,
*C. likely the cahow's entire breeding population,
D. more cahows than he had expected to find,
9. A. NO CHANGE
*B. years, Wingate, as Bermuda's conservation officer,
C. years, Wingate, as Bermuda's conservation officer
D. years Wingate, as Bermuda's conservation officer
10. A. NO CHANGE
B. area of Bermuda that was relatively high up,
C. place that was soon to be a haven,
*D. Bermuda island,
11. A. NO CHANGE
B. feels, therefore,
C. feels, likewise,
*D. feels
12. A. NO CHANGE
B. there
*C. their
D. it's

ACT Aspire Grade 4 Reading

Citizen Scientists

The student treks through a field, hoping to find a milkweed plant. Finally, she spots one. She closely examines the plant and finds a monarch caterpillar munching on milkweed leaves, its favorite food. She pulls out her notebook and jots down her location. Once home from her expedition, she enters the location of the milkweed plant and monarch caterpillar on the Monarch Larva Monitoring Project website.

5 She is now part of a global community of citizen scientists.

Citizen science provides amateur scientists, including students, with the opportunity to assist professional scientists with collecting data. Currently, there are citizen science projects all over the world. These projects include counting bird populations, measuring snowfall, or even determining how much city light affects people's ability to stargaze. No matter what information these amateur scientists

10 collect, they become valuable members of the scientific community.

The Monarch Larva Monitoring Project is a great example of citizen science in action. The goal of the project is to better understand how the monarch population changes over time. Monarch butterflies spend their winters in Mexico, and then in the spring fly almost 3,000 miles to the northern United States and Canada. During the trip north, these butterflies lay eggs on milkweed plants. The eggs eventually

15 hatch and become caterpillars, which are the larva of the monarch butterfly. Since researchers couldn't possibly find all of the monarch caterpillars by themselves, they rely on the help of citizen scientists.

Recently, climate change, predators, and the destruction of milkweed plants have all threatened the monarch butterfly. Scientists track the locations and quantities of the monarch population in order to discover new ways to protect this butterfly. By assisting with this research, citizen scientists are ensuring

20 that future generations can enjoy the monarch, one of the most beautiful butterflies in the world.

1. What is the main purpose of the passage?

- *A. To inform readers about citizen science and the Monarch Larva Monitoring Project
- B. To entertain readers with stories of catching butterflies
- C. To persuade readers to help professional scientists save the monarch butterfly
- D. To explain why butterflies migrate north in the spring

2. What is the main purpose of the first paragraph?

- A. To persuade readers to become citizen scientists
- B. To inform readers about what monarch larvae eat
- *C. To provide readers with an example of citizen science
- D. To describe the Monarch Larva Monitoring Project website

3. Which of the following quotations includes an opinion?

- A. "She closely examines the plant and finds a monarch caterpillar munching on milkweed leaves, its favorite food" (lines 1–2).
- B. "Monarch butterflies spend their winters in Mexico, and then in the spring fly almost 3,000 miles to the northern United States and Canada" (lines 12–14).
- C. "The eggs eventually hatch and become caterpillars, which are the larva of the monarch butterfly" (lines 14–15).
- *D. "By assisting with this research, citizen scientists are ensuring that future generations can enjoy the monarch, one of the most beautiful butterflies in the world" (lines 19–20).

4. Based on the passage, what do measuring snowfall and counting monarch larva have in common?
- A. Both are recorded on the Monarch Larva Monitoring Project website.
 - B. Both assure that future generations can become citizen scientists.
 - *C. Both are examples of citizen science projects.
 - D. Both are tasks done exclusively by professional scientists.
5. According to the passage, during which season do monarch butterflies lay their eggs?
- A. Fall
 - B. Winter
 - *C. Spring
 - D. Summer
6. According to the passage, why do researchers rely on citizen scientists for the Monarch Larva Monitoring Project?
- A. Researchers want to join the community of citizen scientists.
 - *B. Researchers need help finding the caterpillars because there are so many of them.
 - C. Researchers need help understanding where monarch butterflies spend the winter.
 - D. Researchers want to determine how much city light affects stargazing.
7. As it is used in line 18, what does the word *track* most nearly mean?
- A. A course for racing
 - *B. To record the path of
 - C. A footprint
 - D. To travel over
8. Explain why scientists are interested in studying the monarch butterfly. Provide two details from the passage to support your answer.

ACT Aspire Grade 6 Reading

LITERARY NARRATIVE: This passage is adapted from the novel *White Fang* by Jack London (©1905 by Jack London).

He was different from his brothers and sisters. Their hair already betrayed the reddish hue inherited from their mother, the she-wolf; while he alone, in this particular, took after his father. He was the one little gray cub of the litter. He had bred true to the straight wolf-stock—in fact, he had bred true, physically, to old One Eye himself, with but a single exception, and that was he had two eyes to his father's one.

- 5 The gray cub's eyes had not been open long, yet already he could see with steady clearness. And while his eyes were still closed, he had felt, tasted, and smelled. He knew his two brothers and his two sisters very well.

- He had begun to romp with them in a feeble, awkward way, and even to squabble, his little throat vibrating with a queer rasping noise (the forerunner of the growl), as he worked himself into a passion.
- 10 And long before his eyes had opened, he had learned by touch, taste, and smell to know his mother—a fount of warmth and liquid food and tenderness. She possessed a gentle, caressing tongue that soothed him when it passed over his soft little body, and that impelled him to snuggle close against her and to doze off to sleep.

- Most of the first month of his life had been passed thus in sleeping; but now he could see quite well, and
- 15 he stayed awake for longer periods of time, and he was coming to learn his world quite well. His world was gloomy; but he did not know that, for he knew no other world. It was dim-lighted; but his eyes had never had to adjust themselves to any other light. His world was very small. Its limits were the walls of the lair; but as he had no knowledge of the wide world outside, he was never oppressed by the narrow confines of his existence.

- 20 But he had early discovered that one wall of his world was different from the rest. This was the mouth of the cave and the source of light. He had discovered that it was different from the other walls long before he had any thoughts of his own, any conscious volitions. It had been an irresistible attraction before ever his eyes opened and looked upon it. The light from it had beat upon his sealed lids, and the eyes and the optic nerves had pulsated to little, sparklike flashes, warm-colored and strangely pleasing. The life of his
- 25 body, and of every fibre of his body, the life that was the very substance of his body and that was apart from his own personal life, had yearned toward this light and urged his body toward it in the same way that the cunning chemistry of a plant urges it toward the sun.

1. From whose point of view is the passage told?

- A. Old One Eye
- B. The gray cub
- *C. An unnamed narrator who mainly describes the feelings and actions of the gray cub
- D. An unnamed narrator who describes the thoughts and feelings of each character equally

2. What is the main purpose of the first paragraph?

- *A. To introduce the gray cub and show how he is unique from his siblings
- B. To describe the relationship between the gray cub and his mother
- C. To describe a litter of cubs and show how they feel about the gray cub
- D. To introduce a conflict between the gray cub and Old One Eye

3. As it is used in line 1, what does the word *betrayed* most nearly mean?

- A. Tricked
- B. Misled
- *C. Revealed
- D. Failed

4. According to the passage, what is the one difference between the gray cub and his father?
- A. The gray cub has some red hair.
 - B. The gray cub is a wolf.
 - C. The gray cub lives in a cave.
 - *D. The gray cub has two eyes.
5. Based on the passage, what does the author most nearly mean when he says that the gray cub is "never oppressed by the narrow confines of his existence" (lines 18-19)?
- A. The gray cub is curious about the outside world.
 - B. The gray cub feels trapped in one area of the cave.
 - C. The gray cub feels neglected by his brothers and sisters.
 - *D. The gray cub is content in his lair.
6. What is the primary purpose of the comparison in the last sentence of the passage (lines 24-27)?
- *A. To describe the strong attraction the gray cub has to light
 - B. To support the idea that the gray cub depends on his mother for survival
 - C. To support the idea that the gray cub will never leave the cave
 - D. To explain a scientific concept about plants
7. The passage states that the gray cub "had early discovered that one wall of his world was different from the rest" (line 20). Explain how the gray cub feels about this discovery. Use two details from the passage to support your answer.

8. Think about the preceding passage as you read the following excerpt.

The excerpt is narrated by Black Beauty, a horse.

The first place that I can well remember was a large pleasant meadow with a pond of clear water in it. Some shady trees leaned over it, and rushes and water-lilies grew at the deep end. Over the hedge on one side we looked into a plowed field, and on the other we looked over a gate at our master's house, which stood by the roadside; at the top of the meadow was a grove of fir trees, and at the bottom a running brook overhung by a steep bank.

While I was young I lived upon my mother's milk, as I could not eat grass. In the daytime I ran by her side, and at night I lay down close by her. When it was hot we used to stand by the pond in the shade of the trees, and when it was cold we had a nice warm shed near the grove.

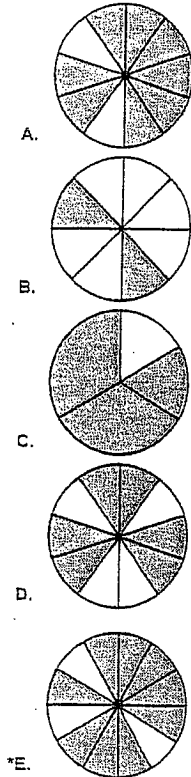
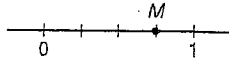
—Adapted from *Black Beauty* by Anna Sewell (©1911 by Barse & Hopkins)

Identify one way in which the gray cub's life in the passage from *White Fang* differs from the horse's life in the excerpt from *Black Beauty*. Use one detail from the passage and one detail from the excerpt to support your answer.

ACT Aspire Grades 3-5 Mathematics

1. Juliana divided the part of a number line from 0 to 1 into sections of equal length. She plotted point M on the number line, as shown below.

One of the following circles is shaded to represent a fraction that is equivalent to the number represented by point M . Which one?



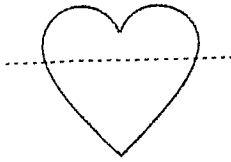
2. After Cammy gets out of bed in the morning, she completes several activities to get ready for school. The list below shows the numbers of minutes she needs to complete each of these activities.

- 30 minutes: brush teeth, shower, and get dressed
- 10 minutes: eat breakfast
- 30 minutes: car ride to school

Cammy must be at school by 8:00 a.m. What is the *latest* time Cammy can get out of bed, complete all her activities, and still get to school on time? Explain why your answer is correct.

3. Explain what a line of symmetry is.

Explain why the dashed line drawn in the figure below is NOT a line of symmetry for the figure.



4. Which of the following amounts of time is the same as $5 \frac{3}{4}$ hours?

- A. 5 hours 15 minutes
- B. 5 hours 35 minutes
- C. 5 hours 40 minutes
- *D. 5 hours 45 minutes
- E. 5 hours 75 minutes

5. Liam is making chocolate chip cookies. The recipe calls for 1 cup of sugar for every 3 cups of flour. Liam has only 2 cups of flour.

▪ How much sugar should Liam use?

▪ Explain why your answer is correct.

A total of 8 students decorated the front surface of 2 different bulletin boards, 1 in the computer lab and 1 in the library.

The computer lab bulletin board has 4 sides and 4 right angles and is 10 feet long and 9 feet tall.

The library bulletin board is divided into 6 equal parts, as shown below, and is shaded to show the fraction of the front surface the students finished decorating on Tuesday.

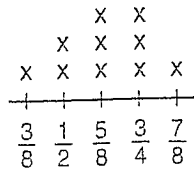


6. What is the area, in square feet, of the front surface of the computer lab bulletin board?
- A. 19
 - B. 38
 - C. 76
 - *D. 90
 - E. 94
7. Each student decorated one or the other of the bulletin boards. More students decorated the computer bulletin board than the library bulletin board. Which of the following numbers could be the fraction of students who decorated the computer lab bulletin board?
- A. $\frac{1}{3}$
 - B. $\frac{1}{5}$
 - C. $\frac{4}{8}$
 - D. $\frac{4}{5}$
 - *E. $\frac{5}{8}$

ACT Aspire Grades 6-8 Mathematics

8. Nigel's class placed 10 empty rain gauges on the playground Monday morning. The line plot below shows the number of inches of rainwater in each gauge after it rained Monday afternoon.

Number of Inches of Rainwater



- What is the mean amount of rainwater per gauge, in inches, in the 10 rain gauges?
- A. $\frac{25}{80}$
B. $\frac{5}{8}$
C. $\frac{51}{80}$
D. $\frac{37}{56}$
E. $\frac{51}{8}$
9. The principal of a school must buy 19 desks for a new classroom. Each desk costs \$61. A student calculates the total cost of the desks using the thought process below:

20 desks at \$60 each would cost \$1,200.
So 19 desks at \$60 each would cost \$1,200 - \$60.
Because the price of 1 desk is \$61 and NOT \$60, I must add \$1.
So the total cost is \$1,200 - \$60 + \$1.

- Identify any mistakes in the student's thought process.

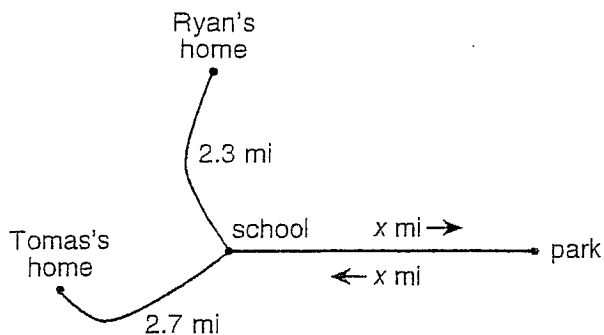
- Write an expression that represents the total cost of the 19 desks, and explain why it is correct.

10. Ryan and Tomas walked to school and then to the park, as described below:

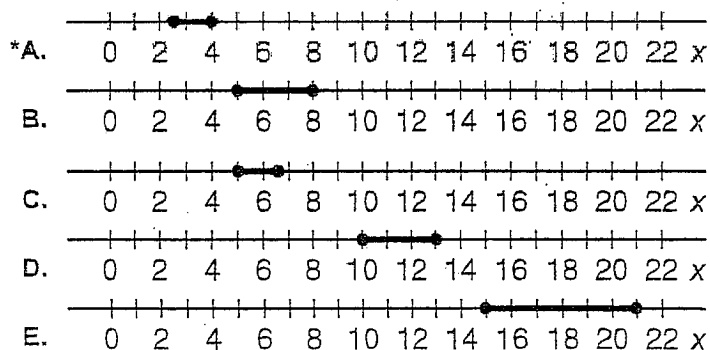
Ryan walked 2.3 miles from his home to meet Tomas at school.

Tomas walked 2.7 miles from his home to meet Ryan at school.

Once they were at school, the boys walked x miles to the park and then x miles back to the school.



The sum of the distance Ryan walked and the distance Tomas walked was at least 15 miles but not more than 21 miles. One of the following is the graph of the possible values of x . Which one?



11. In square $ACEG$ shown below, B , D , F , and H are the midpoints of \overline{AC} , \overline{CE} , \overline{EG} , and \overline{AG} , respectively.

A student thinks that the area of $\triangle DEF$, shown shaded, is $\frac{1}{4}$ the area of square $ACEG$. Explain why the student is NOT correct.

