

Directions: Read the text, *A Fight For Hurling*, and then answer the questions that follow.

A Fight For Hurling

By ReadWorks

Patrick Wilson rushed through the back door with his backpack swinging back and forth across his shoulders. “I’m late I’m late!” he yelled to no one in particular, although his younger sister, Maeve, was sitting at the kitchen table and watching the whole ordeal. Her friend had just driven her home from school and Maeve was grabbing some food—carrots and hummus, her favorite—before soccer practice.

Five minutes later, Patrick came stumbling down the stairs dressed in a blue jersey and orange athletic shorts. He was carrying a bag full of sports equipment—a wooden stick, a small ball, helmet and a bottle of water.

“Alright, I’m off to hurling practice. I’ll see you later,” he called out to Maeve.

“Bye!” she said to his back—he had already disappeared through the doorway.

Maeve let out a sigh as she slid off the stool she was sitting on. She reluctantly got ready for her own sports practice, pulling her hair back into a tight knot, throwing on her soccer uniform, and wishing she was also on her way to the hurling field.

Even as a young girl, Maeve silently envied the boys who were able to play hurling. She and her brother had grown up in a predominantly Irish community in Boston, Massachusetts and hurling, an ancient Gaelic game, was ever so popular. To walk around her neighborhood at four in the afternoon was almost like walking through a battlefield: The streets were scattered with various hurling games, with young boys running at each other from all directions. Even though there is a similar game for women named camogie, it was hardly played by Maeve’s friends. They were more interested in other sports, or no sports altogether. So instead of finding a camogie team, Maeve watched all of her brother’s hurling games from the sidelines.

Both Maeve and Patrick arrived back at the house at 6:30 pm after their practices. Their dad had cooked dinner—pasta with sausage and vegetables. The two were ravenous. Maeve and Patrick bolted to the dinner table to sit in front of their steaming plates.

“So how was practice, guys?” their mom asked.



“Great!” Patrick said with a full mouth. “In the last ten minutes of the game I scored under the crossbar and put us over the other team by those three points,” he finished.

In a game of hurling, players could either score one point by hitting the ball, called a sliotar, over the crossbar of the opponents’ goalpost, or into a net for three points. They use wooden sticks, called hurleys, to hit the sliotar in the air or onto the ground. The players can carry the sliotar, but only for four steps, after which they have to bounce the ball or hold it on the end of their hurley, which is flat on one side. Tackling is very common in the game, although it is strictly regulated. Since the players can get very aggressive, they are required to wear protective helmets to prevent serious head injuries.



“How about you, Maeve?” her mom asked. “How was soccer?”

Maeve stuffed a forkful of pasta into her mouth before she answered. “Mmm, fine,” she mumbled. Before she could be asked another question, she shoveled more food into her mouth.

“Come on, tell us what’s wrong. If you don’t want to be on the team, you don’t have to,” her mother assured her. Her father nodded his head in agreement.

“I wanna play hurling,” Maeve said quickly. She knew it wasn’t possible without a female team, let alone a camogie team. She hadn’t brought this up before since she knew that playing with the boys was not a possibility.

There was a short silence. Maeve had looked down while she mumbled her wish to play her brother’s game, but now she looked up at her family. Her mother’s lips slowly widened into a smile, and her father appeared to be concentrating very hard. Patrick stared ahead with blank eyes and a dropped jaw. Her mother finally broke the silence.

“Well then let’s find a way for you to do it!” she said, enthusiastically.

Her father hesitated. “Yes, that’s great, but it could get dangerous on the field for you to play, sweetheart,” he told Maeve.

“That’s why we wear the helmets though, Dad,” she answered with a hint of impatience in her voice.

They went back and forth for a while, debating the pluses and minuses of the attempt to allow Maeve to play hurling. After around 10 minutes, Patrick decided to chime in.

“Let me talk to my coach.” And with that, he ended the conversation.

Maeve spent the next week trying to forget about the discussion she had with her family that night at dinner. She attended each soccer practice with a smile on her face and cherished the time she could spend with her team members. She directed her focus toward her school classes and studied for the tests that were soon approaching. Simply put, she tried to distract herself from wanting to play hurling.

Then one morning, soon after a week had passed, Patrick excitedly approached his little sister during their lunch break.

“Maeve, Maeve!” he called out. “I have some good news!”

“Yeah?” she asked him.

“Coach O’Connor said that you can join our practices, but you have to wear some protective gear at first. And then, if you do well during practice, he said that he’ll try to get you to play a game!”

She didn’t say anything. After a few moments, she gave her brother a rib-crushing hug. Before he could pull away, she tore out of the cafeteria and started to jog toward the gym.

Coach O’Connor was sitting behind a mound of papers at his desk when Maeve came rushing in. It took her a few seconds to catch her breath.

“Yes, Wilson, how can I help you?” he asked, waiting for the girl to explain herself.

“I just wanted to thank you for letting me join the team,” she stated, assertively.

“Ah. You are welcome. Just know that you’re going to have to work hard,” he reminded her. Coach O’Connor was a strict but understanding man, a coach who expected only hard work and respect in return for his guidance.

Maeve nodded her head and turned to leave.

“You should thank your brother, Wilson,” the coach called out after her. “He’s the one who really convinced me. He really believes in you.”

She thanked him again and walked out of the gym. She smiled thinking about the way in which Patrick stood up for her. She made a mental note to find a way to really thank him. But first, she decided to go to the store to pick up the gear she needed to start practice. She wanted to start as soon as possible, just so she would not let her brother down.

Directions: Consider the selection *A Fight For Hurling* as you answer the following questions; you may look back at the selection as often as needed.

1. Which of the following best represents Maeve's problem?

- A. Girls are only allowed to play soccer.
- B. She wants to play hurling, but there is not a girls' team.
- C. She can't decide at which sport she would be best.
- D. She wants to play hurling, but it is too dangerous.

2. How does Patrick attempt to help solve Maeve's problem?

- A. Patrick asks his coach if Maeve can join their hurling practice.
- B. Patrick tells Maeve that she should keep playing soccer.
- C. Patrick helps Maeve set up a camogie team.
- D. Patrick and Maeve create a girls' hurling team.

3. What evidence from the story supports the following claim?

Claim: *Hurling can be a dangerous sport to play.*

- A. Hurling is a sport played by men, while camogie is played by women.
- B. Hurling is played with a ball called a sliotar and sticks called hurleys.
- C. Players can score by hitting the ball into the net or over the crossbar.
- D. Players can get aggressive and are required to wear helmets.

4. What is the story mostly about?

- A. Maeve's brother helps her find a solution to her problem.
- B. Maeve is angry because girls are not allowed to play hurling.
- C. Maeve's father doesn't want her to play hurling because she could be hurt.
- D. Maeve envies the boys who play hurling, but is unable to find a solution.

5. Read the following excerpt from the story. Then answer the question that follows.

*To walk around her neighborhood at four in the afternoon was almost **like walking through a battlefield**: The streets were scattered with various hurling games, with young boys running at each other from all directions.*

What does the author mean when he compares the neighborhood to a battlefield?

- A. The neighborhood boys act like soldiers.
 - B. The neighborhood children play war games.
 - C. The neighborhood is crazy and hectic.
 - D. The neighborhood is dangerous and unpredictable.
6. Why does Coach O'Connor say that Maeve should thank her brother?
- A. It was Patrick who convinced him that Maeve should be allowed on the team.
 - B. It was Patrick who created a hurling team for girls.
 - C. It was Patrick who demanded equal treatment for girls and boys.
 - D. It was Patrick who convinced him to start a camogie team.

Read the following passage and answer the questions that follow.

LIFE IS SWEET: THE STORY OF MILTON HERSHEY



Born in September 1857, in the heart of Pennsylvania Dutch country, Milton Hershey began life thinking about candy. His first job was an apprenticeship to the local printer who shortly dismissed him. His mother suggested that candy was the trade for Milton, and sent him to learn

about the confectionery business.

Later, Milton moved to Philadelphia where he founded his first candy shop. Yet with all his hard work the business failed. Milton moved to Denver. He found work with a candy manufacturer. He learned about fine-quality caramels made with fresh milk. Fresh milk, Milton learned, allowed the candies to stay sweet and fresh.

After borrowing money from his mother's family, Milton moved on to New York City to open a new candy shop. Again the business failed. This time his creditors also lost money. Milton vowed he would pay his remaining debt.

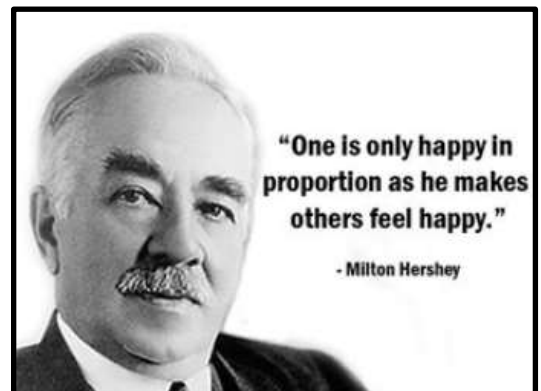
One more time Milton opened a confectionery business. This time he made fine caramels. By focusing on a specialty item, Milton's business quickly grew. He paid back his creditors, and later sold the business for one million dollars.

Milton Hershey still dreamed of making chocolate. In 1894, he started the Hershey Chocolate Company in Lancaster, Pennsylvania, as a subsidiary of the Lancaster Caramel Company. Later, he set up business in the small town later known as Hershey, Pennsylvania. He built a large factory and housing for his workers close to dairy farms. His greatest pride was Hershey Industrial School for orphan boys.

During the Great Depression he added buildings to his town at a time when money was scarce. No man went without wages.

When World War II erupted, Hershey developed a chocolate bar for soldiers to carry as emergency food. The U.S. government honored Hershey for his contribution.

Milton Hershey died in 1945 at the age of 88. The town of Hershey continues not only as a world-class manufacturing town, but also as a tourist attraction. The pride of Milton Hershey also lives on as the Milton Hershey School educates thousands of children.



Directions: Consider the selection *Life is Sweet: The Story of Milton Hershey* as you answer the following questions; you may look back at the selection as often as needed.

7. What is the main idea of the passage?

- A. Milton Hershey makes the best chocolate bars in the world.
- B. Milton Hershey founded the Hershey Industrial School for orphan boys.
- C. Milton Hershey moved to Philadelphia where he founded his first candy shop.
- D. Milton Hershey persevered against many obstacles and achieved long-term success.

8. Which event listed below contributed to the naming of Hershey, Pennsylvania?

- A. Milton Hershey's had dreams of making chocolate.
- B. Milton Hershey started the Hershey Chocolate Company in Pennsylvania.
- C. Milton Hershey's mom encouraged him to reach his goals in life.
- D. In 1945, Milton Hershey died in Pennsylvania.

9. In the following sentence, what is a synonym for the word *vowed*?

Milton vowed he would pay his remaining debt.

- A. thought
- B. decided
- C. promised
- D. forgot

10. Perseverance is the relentless pursuit of a goal, despite obstacles and setbacks. Which of the following statements **does not** support the idea that Milton Hershey demonstrated perseverance?

- A. Yet with all his hard work the business failed.
- B. Milton vowed he would pay his remaining debt.
- C. One more time Milton opened a confectionery business.
- D. His mother suggested that candy was the trade for Milton.

11. What is the structure of this text?

- A. Cause & Effect
- B. Sequence of Events
- C. Problem / Solution
- D. Question / Answer

12. Which of the following claims is not supported by the text?

- A. Perseverance leads to success.
- B. Failures are short-term set-backs.
- C. Succeeding in business is hard work.
- D. Perseverance is not necessary for reaching a goal.

Directions: Consider both selections, ***A Fight For Hurling*** and ***Life is Sweet***, as you answer the following questions. You may look back at the selections as often as needed.

13. Which of the following messages is demonstrated within **both** selections?

- A. Effort is required to achieve a goal or bring about change.
- B. Equality is important.
- C. If at first you don't succeed, try, try again.
- D. Men are more successful than women.

14. How are Milton Hershey and Patrick Wilson similar?

- A. Both were successful athletes.
- B. Both went out of their way to help others.
- C. Both were persistent in their pursuit of long-term goals.
- D. Both were outspoken advocates for women's rights.

15. What is the major difference between ***A Fight For Hurling*** and ***Life is Sweet***?

- A. ***A Fight For Hurling*** is a narrative, while ***Life is Sweet*** is an informational text.
- B. ***A Fight For Hurling*** is an informational text, while ***Life is Sweet*** is a narrative.
- C. ***A Fight For Hurling*** is written as a problem and solution, while ***Life is Sweet*** is chronological.
- D. ***A Fight For Hurling*** is non-fiction and ***Life is Sweet*** is fictional.

16. Using your knowledge of synonyms and antonyms, choose the correct meaning of the underlined word in the following passage.

I am optimistic that we will win the game when we are on a winning streak. I am pessimistic that we will succeed when we are on a losing streak.

- A. unsure
- B. visualizing
- C. hopeful
- D. surprised

17. Choose the correct meaning of the underlined word.

In order to devise a successful plan, we must consider many factors. We must create a plan that will never fail.

- A. design
- B. destroy
- C. demolish
- D. borrow

18. Which of the following are you **not** able to determine based on the following dictionary entry?

per·se·ver·ance
/ˌpɜrsəˈvɪrəns/
noun

steadfastness in doing something despite difficulty or delay in achieving success.
"his perseverance with the technique illustrates his single-mindedness"
synonyms: persistence, tenacity, determination, staying power, indefatigability,

- A. number of syllables in the word
- B. pronunciation of the word
- C. antonyms for the word
- D. part of speech

Directions: Read the following selection and answer the question that follows.

The Hare and the Tortoise

The Hare was once boasting of his speed before the other animals. "I have never yet been beaten," said he, "when I put forth my full speed. I challenge any one here to race with me."

The Tortoise said quietly, "I accept your challenge."

"That is a good joke," said the Hare; "I could dance round you all the way."

*"Keep your **boasting** till you've beaten," answered the Tortoise. "Shall we race?"*

So a course was fixed and a start was made. The Hare darted almost out of sight at once, but soon stopped and, to show his contempt for the Tortoise, lay down to have a nap. The Tortoise plodded on and plodded on, and when the Hare awoke from his nap, he saw the Tortoise just near the winning-post and could not run up in time to save the race.

Then said the Tortoise: "Plodding wins the race."

19. Based on context clues, what does the word **boasting** mean in the above selection?

- A. complaining
- B. yelling
- C. mocking
- D. bragging

20. Which of the following are you **not** able to determine based on the following dictionary entry?

te·nac·i·ty
/tə'nasədē/
noun
the quality or fact of being able to grip something firmly; grip.
"the sheer tenacity of the limpet"

- A. number of syllables in the word
- B. pronunciation of the word
- C. how the word might be used in a sentence
- D. synonyms for the word

21. The root **pens** means weigh or distribute. Apply this information in order to determine the meaning of the word **compensation**.

- A. money or reward given for a service.
- B. the removal of money or reward based on performance
- C. the arrangement of details associated with an event
- D. pain caused by writing or working with one's hands

22. The root **cede** means go or yield. Apply this information in order to determine the meaning of the word **intercede**.

- A. to cause two groups to disagree in order to obtain personal gain
- B. to judge two groups based on the evidence provided.
- C. To go between two groups attempting to settle a disagreement.
- D. To enter into a group.

23. Use your knowledge of prefixes in order to determine the meaning of the word **misfiled**.

- A. In the correct location
- B. Filed correctly
- C. Filed incorrectly
- D. Filed in Michigan

24. Use your knowledge of prefixes in order to determine which of the following is an example of a **subtopic** of American history.

- A. *History*
- B. *Civil War*
- C. *Social Studies*
- D. *United States of America*

25. Given the following definitions, what is the most likely definition of the word **boastful**?

Bountiful: Having a large amount; abundant
Shameful: Causing great disgrace.

- A. Showing excessive pride.
- B. Showing little pride
- C. Showing humility
- D. Showing shame for the lack of abilities

Grade 7 Assessment 2 Breakdown

	Answer	CCSS	Skill
1	B	RL.7.1	Retell
2	A	RL.7.1	Retell
3	D	RL.7.3	Support a Claim
4	A	RL.7.2	Assess
5	C	RL.7.4 & L.7.4a	Use Context Clues
6	A	RL.7.1	Infer
7	D	RI.7.2	Determine Main Idea
8	B	RI.7.1	Infer
9	C	RI.7.4 & L.7.4a	Use Context Clues
10	D	RI.7.3	Support
11	B	RI.7.5	Identify
12	D	RI.7.8	Support a Claim
13	A	RI.7.9	Compare
14	B	RL.7.1 & RI.7.1	Compare
15	A	RI.7.5 & RI.7.5	Compare
16	C	L.7.4a	Use Context Clues
17	A	L.7.4a	Use Context Clues
18	C	L.7.4c	Use a Dictionary
19	D	RL.7.4 & L.7.4a	Use Context Clues
20	D	L.7.4c	Use a Dictionary
21	A	L.7.4b	Apply Root Knowledge
22	C	L.7.4b	Apply Root Knowledge
23	C	L.7.4b	Apply Prefix Knowledge
24	B	L.7.4b	Apply Prefix Knowledge
25	A	L.7.4b	Apply Suffix Knowledge