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## Reading

► Read the selection and answer each question.

### Summer with Papaji

by Jyoti Singh Visvanath

- <sup>1</sup> Papaji, my grandfather, was a stern man. He always stood straight, his body lean and strong from the physical work of farming. When I was young, I thought he seemed awfully big. His mustache curled at the ends, and his turban made him appear larger than life. A glance from him was enough to keep my sisters and me in line. Yet every summer I looked forward to seeing Papaji. It was a family tradition to visit his farm in the heart of Punjab in India.
- <sup>2</sup> The overnight train trip was always followed by a joyful ride on a *tonga*, a horse-drawn carriage that would bring us to the farm. Our arrival signaled the end of a school year and the freedom to do what we liked with our time. After greeting our grandparents and drinking *lassi* (buttermilk), we'd run to see the animals.
- <sup>3</sup> There were cows and buffaloes, especially *bhuri bhains* (the blond buffalo), sheep, chickens, and Billo, the beautiful horse. Being city slickers, we enjoyed every moment of feeding and washing the animals. We played with the newborn calves and lambs; their soft skin felt wonderful against our cheeks.
- <sup>4</sup> Papaji tolerated us. We were like flies that hovered around him all day. He was not a man who showed emotion easily. There were times he caught us red-handed touching some of his possessions or exploring places we weren't supposed to, and his quiet scolding left us well-behaved for the rest of our stay.
- <sup>5</sup> One morning on my way to the animal sheds, I heard clickety-clack, clickety-clack, clickety-clack, ping.
- <sup>6</sup> It stopped me in my tracks. I hid behind a pillar and peered at the source of the sound: Papaji in his study, typing a letter. A plain sheet of paper was wrapped around the cylinder. With two fingers, he tapped the keys at a fair speed. I leaned farther to see better, then tripped and fell through the door.
- <sup>7</sup> For a while I lay in a heap on the floor of the study. I was sorry. I stood up, red in the face and trying to make myself invisible.

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- <sup>8</sup> Papaji called me over and asked what I was doing. I told him that I'd been fascinated by the sound of the typewriter and wanted to get a better look.
- <sup>9</sup> Without saying anything else, he started typing again.
- <sup>10</sup> Not sure what to do, I stood near his elbow watching him type. I longed to touch the beautiful yellow keys with steel rims and the lovely black space bar. The keys hit the ribbon, and letters appeared on the paper as if by magic.
- <sup>11</sup> The rest of the summer I'd hear the sounds of typewriter keys and wander toward them, timidly at first but more confidently when I realized Papaji didn't seem to mind. I stood silently, admiring the wonder of the words forming on the page.
- <sup>12</sup> After going home, I spent the year writing poems, letters, and stories in longhand . . . and thinking of ways to convince Papaji to let me use the typewriter when I returned to his house. After all, I planned to be a writer, and writers used typewriters.
- <sup>13</sup> But the next summer, my dream weakened and faded away. I continued to stand at his elbow as he typed, hoping he would offer me a chance to try it. But he never did.
- <sup>14</sup> On returning home that year, I received a letter from the post office telling me to come and collect a package. The whole family made the trip to the post office.
- <sup>15</sup> When I opened the box, I found the typewriter! Papaji had given me permission to use it at last. My big stern grandfather wasn't such an unaffectionate man after all.
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- 1** Which sentence from the story is an example of first-person point of view?
- (A) *Yet every summer I looked forward to seeing Papaji.*
- (B) *He was not a man who showed emotion easily.*
- (C) *With two fingers, he tapped the keys at a fair speed.*
- (D) *Without saying anything else, he started typing again.*

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2 Read the sentences from paragraph 1.

*A glance from him was enough to keep my sisters and me in line. Yet every summer I looked forward to seeing Papaji. It was a family tradition to visit his farm in the heart of Punjab in India.*

What is the meaning of tradition as it is used in the sentence above?

- (A) belief
- (B) custom
- (C) duty
- (D) task

3 Read the sentences from paragraph 3.

*There were cows and buffaloes, especially bhuri bhains (the blond buffalo), sheep, chickens, and Billo, the beautiful horse. Being city slickers, we enjoyed every moment of feeding and washing the animals.*

Why does the narrator most likely refer to herself and the other children as “city slickers”?

- (A) to illustrate that the children lived on the farm before moving to the city
- (B) to show that the children find life on the farm exciting but different
- (C) to highlight that the children are used to spending time with farm animals
- (D) to point out that the children are more comfortable on the farm than in the city

4 Read the sentences from paragraph 4.

*Papaji tolerated us. We were like flies that hovered around him all day. He was not a man who showed emotion easily.*

Why does the author include this description of Papaji? Use details from the passage to support your answer.

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5 Read paragraph 5.

*One morning on my way to the animal sheds, I heard clickety-clack, clickety-clack, clickety-clack, ping.*

What do the words “clickety-clack” and “ping” suggest about the narrator?

- Ⓐ The sounds remind her of the strength of her grandfather.
- Ⓑ The sounds remind her of her daily feeding of the animals.
- Ⓒ She remembers how her grandfather encouraged her to become a writer.
- Ⓓ She remembers the special moment when she heard the typewriter for the first time.

6 Read the sentence from paragraph 11.

*The rest of the summer I'd hear the sounds of typewriter keys and wander toward them, timidly at first but more confidently when I realized Papaji didn't seem to mind.*

What does confidently mean as it is used in the sentence above?

- Ⓐ cautiously
- Ⓑ carefully
- Ⓒ certainly
- Ⓓ cleverly

7 Which **two** statements represent messages that the author wants to share?

- Ⓐ It is easy for children to connect with adults.
- Ⓑ Children can learn kindness by caring for animals.
- Ⓒ It is important not to judge others by their appearance.
- Ⓓ Completing household chores teaches children responsibility.
- Ⓔ Experiences from childhood can help people discover their interests.

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## Writing

► Read the selection and choose the best answer to each question.

Carrie wrote a report about her grandmother's plan for designing a family quilt. Read the first part of the report and look for any changes she should make. When you finish reading, answer the questions that follow.

### Grandma's Family Quilt

(1) My grandma has long enjoyed making quilts. (2) She has designed and woven nearly 100 different quilts over the years, some of which have won awards. (3) Recently, she told me about her plan to design a quilt for our entire family to enjoy. (4) She asked me to help her by doing some research on advanced quilt making.

(5) I went to the local library and started searching for helpful books. (6) The first book I found was the history of quilting in America. (7) The chapter titled family quilts in North Dakota was something I was sure Grandma would love to read. (8) I was fortunate enough to have found several more excellent books on quilting. (9) One book, a professional quilter's guide to quilt design, really caught my eye.

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- 1 What is the correct way to write the title in sentence 6?
- (A) **The History of Quilting in America**
  - (B) "The history of quilting in America"
  - (C) The history of quilting in America
  - (D) *The History of Quilting in America*
- 2 What is the correct way to write the title in sentence 7?
- (A) **Family Quilts in North Dakota**
  - (B) "Family Quilts in North Dakota"
  - (C) Family Quilts in North Dakota
  - (D) *Family Quilts in North Dakota*

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- 3 What is the correct way to write the title in sentence 9?
- Ⓐ **A Professional Quilter's Guide to Quilt Design**
  - Ⓑ "A Professional quilter's guide to quilt design"
  - Ⓒ *A Professional Quilter's Guide to Quilt Design*
  - Ⓓ A Professional Quilter's Guide to quilt design

# Answer Key: Module 7, Week 2 Assessment

Item Number	Correct Answer	Module, Week, Program Skill	Depth of Knowledge
<b>READING</b>			
1	A	M7W2: Comprehension: Author's Craft	1
2	B	M7W2: Vocabulary Strategy: Context Clues	2
3	B	M7W2: Comprehension: Author's Craft	2
4	See rubric on p. R1.	M7W2: Comprehension: Author's Purpose	3
	Sample two-point response: The author wants to show that the narrator thinks that Papaji is only "tolerating" the presence of her and the other children. The author wants to show the reader that the children are like "flies" buzzing around Papaji all day, and he doesn't openly show that he might be annoyed by them. The narrator spends much of the story looming around Papaji as he types, but he never gives her any signal that he cares about her interest in typing.		
5	D	M7W2: Comprehension: Author's Craft	2
6	C	M7W2: Vocabulary Strategy: Context Clues	2
7	C, E	M7W2: Comprehension: Author's Purpose	2
<b>WRITING</b>			
1	D	M7W2: Grammar: Proper Mechanics and Writing Titles	2
2	B	M7W2: Grammar: Proper Mechanics and Writing Titles	2
3	C	M7W2: Grammar: Proper Mechanics and Writing Titles	2

# Constructed-Response Rubric

Points	Description
2	<b>2 points</b> <ul style="list-style-type: none"><li>• Response provides a <b>complete and correct</b> explanation of, or answer to, the question.</li><li>• Response includes clear and specific explanations, interpretations, and opinions of the text based on effective comprehension, inference, analysis, evaluation, and/or comparison.</li><li>• Response is supported with details from the text.</li></ul>
1	<b>1 point</b> <ul style="list-style-type: none"><li>• Response provides a <b>partially complete and correct</b> explanation of, or answer to, the question.</li><li>• Response attempts to include explanations, interpretations, and opinions of the text, but they may be unclear or unsubstantiated, and they show limitation in comprehension, inference, analysis, evaluation, and/or comparison.</li><li>• Response is supported with limited details (in quantity or quality) from the text.</li></ul>
0	<b>0 points</b> <ul style="list-style-type: none"><li>• Response is incorrect, irrelevant, or not provided.</li></ul>