

Read the passage. Then answer multiple-choice questions 1 through 8 and open-response question A.

## Leader of the Pack

by Nancy Shepherdson



Cesar Millan, star of the television show “The Dog Whisperer,” knows what your dog is thinking. Millan has never met your dog. But ever since he was a young boy, he has studied dogs and their behavior. And he can tell you how to make your dog behave like a good dog.

All the time.

3 “Do you think your dog is happy because he jumps on you when you get home from school?” Millan asks. “Think again. He’s trying to be the leader of your ‘pack.’ That means he is trying to boss you around.”

When he jumps and barks, he’s telling you he wants to be fed, Millan says. And then he wants to drag you around the neighborhood at the end of his leash while he sniffs every rock and tree. After that, he might curl up on the couch and growl if he’s asked to move.

5 If your dog does any of these bossy things, he’s not really happy. If your dog lived in the wild, he would be a member of a pack and obey a pack leader. To him, you and your family are his pack. And he wants you to be his leader. He wants you to tell him what to do.

But “telling” doesn’t mean yelling or even talking. Dogs don’t talk to each other, do they? Yelling or talking

Days 16-20  
Reading

to a dog only confuses it, Millan says, because it doesn't know what you want. "Your dog needs to be calm and quiet when you feed it or take it for a walk. That means you have to be quiet, too," Millan says.

### Secrets for Success

Millan learned the ways of dogs while he was growing up in Mexico. His family owned a lot of mutts when they lived on a farm, and young Cesar watched them for hours every day. He worked for a veterinarian when he was in high school. And after spending time watching trained dogs like Lassie on TV, he decided he wanted to be "the best dog trainer in the world."

His mother and father encouraged him to pursue his dream. His dad called him "The Champion" because he had won a lot of judo tournaments in grade school. And his mom said, "You can do whatever you think you can." So Cesar moved to California, where he soon became a dog trainer with a special talent—he could control almost any kind of dog, even the meanest ones.

Millan's secret?

"The most important thing to know about dogs is what makes them happy. What makes them happy is exercise, discipline and affection, in that order," Millan says.

11 Now he shows people all over the

country how to train their dogs on his TV show. Adults come to him for help with their rowdy pooches, and he transforms them into good dogs. But he prefers working with younger people.

"It's much easier to work with kids," he says. "They truly believe that they can be pack leaders."

### Happy Dogs, Cesar's Way

Do you have what it takes to be the leader of the pack for your dog?

You do.

All you need is to follow a few simple rules, says Millan, to make your dog happy . . . and obedient.

- **Exercise every day.** Let him burn off energy with a walk or run every day. The best time to go is first thing in the morning. Go for at least a half-hour—longer if you can. Just playing is not enough. Your dog needs exercise.
- **Be quiet.** Before you put the leash on your dog, make sure he is calm and quiet. Don't speak to him or jump around. Don't shout, "Let's go for a walk, boy!" It will only excite him and make him hard to control.
- **Lead the way.** When you go for a walk, never let your dog go out the door before you do. If you want to be pack leader, you must lead him out. Keep a loose grip on his leash just above his collar so he must stay by your side. For at least 30 minutes, you

decide where he may stop and sniff. Don't let him make those decisions himself.

- **Stand tall and straight.** If you are walking proud, your dog will pick up on that and do the same thing. Keep it up, even if you see older neighborhood kids. You'll probably get more respect from them, too. This is your time to be a pack leader, not a follower.

- **Correct; don't punish.** Yelling and hitting don't work with kids. They don't work with dogs, either. You need to gently correct him, not punish him. If your dog is trying to be the pack leader, saying "tsssst" to him loudly usually works.

- **Make feeding time quiet time.** Feed him after you get back from your walk. Don't put the food bowl down unless he is calm. Patiently wait until he is. Calmly say "tsssst" if he tries to jump up or bark. He will get the idea that you want him to be quiet after you do this a couple of times. You might have to move his food bowl to a place away from the rest of the family

if it gets him too excited.

- **Be affectionate at the right time.** When you hug your dog or pet him, it's a reward. So when you hug or pet your dog when he's scared, what happens? He could actually become more nervous. Why? You are rewarding his nervous behavior with your affection.

- **Help your family understand.** Your family is your dog's pack. And every human in your family needs to be a pack leader. You need to train them to discipline your dog the right way. How do they stop your dog from jumping on people? How should he behave before feeding? When should they give affection? You know now. Teach them.

"If everybody practiced exercise, discipline and affection—in that order—with their dogs, there would be a lot more good dogs," Millan says.

Remember, your dog's deepest wish is to follow a pack leader.

Are you ready to be the leader of his pack?

**Reading Item A—2011 Grade 7**

**A** The passage “Leader of the Pack” tells how Cesar Millan came to be a great dog trainer.

Write a short biography of Cesar Millan that includes at least four details from the passage.

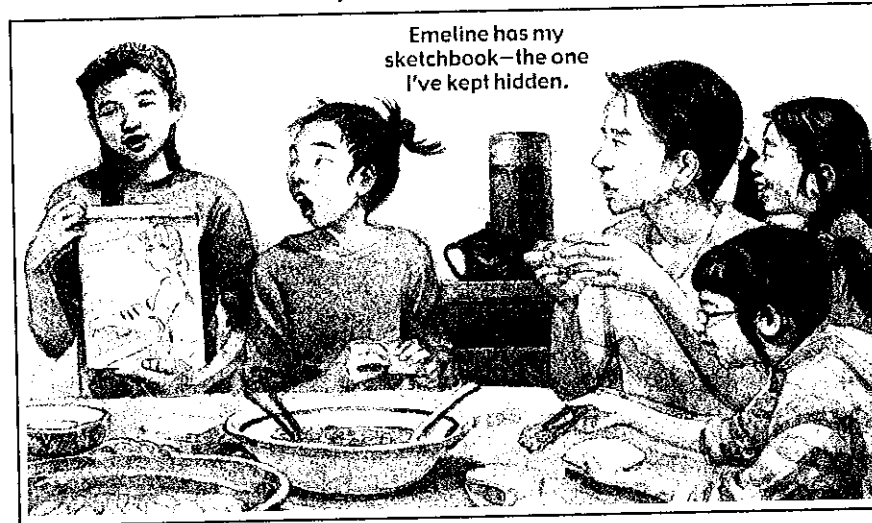
**Reading Item A Scoring Rubric—2011 Grade 7**

<b>Score</b>	<b>Description</b>
<b>4</b>	The response accurately summarizes Cesar Millan’s life to include at least four accurate and relevant details from the passage.
<b>3</b>	The response accurately summarizes Cesar Millan’s life to include three accurate and relevant details from the passage.
<b>2</b>	The response accurately summarizes Cesar Millan’s life to include two accurate and relevant details from the passage.
<b>1</b>	The response partially summarizes Cesar Millan’s life to include one accurate and relevant detail from the passage. <b>OR</b> The response demonstrates minimal understanding of the question.
<b>0</b>	The response is incorrect or irrelevant.
<b>B</b>	Blank—No Response. A score of “B” will be reported as “NA.” (No attempt to answer the item. Score of “0” is assigned for the item.)

Read the passage. Then answer multiple-choice questions 9 through 16 and open-response question B.

## Dumplings on Sundays

by Jennifer Kramer



"I have a problem," says Auntie Mae as we gather around the table to make dumplings. I dip my fingers into the bowl. The egg mix is cool and wet.

*Me, too*, I think, but I am glad Auntie Mae has gone first. Her problem is small. She has beetles in her garden. My problem is big. I have decided to quit playing piano.

In my family, piano isn't a hobby. It isn't a choice. My *wai-po*, or grandmother, studied and taught master classes at the Shanghai Conservatory of Music. She was on tour with the Central Philharmonic Orchestra of Beijing when she first came to this country. And it was on that tour that she met my *wai-gung*, my grandfather.

Mama, my aunt, my cousins, my sister, me—we all play. We've played since before we could read, write, or ride a bike. It is our way of life—a tradition. Like dumplings on Sundays.

Until now.

"I want to quit piano."

No one hears.

"I want to quit piano!" I say, a little louder, a little braver.

A quiet falls over the room, choking off all talk of gardens. I dab egg across the edges of my wrapper. Fold and pinch. Fold and pinch.

"You what?" asks Mama.

“What do you mean?” asks Auntie Mae.

“Ms. Swann gives drawing classes after school,” I say. “With school and homework, I can’t do both. I want to study art.”

“Piano can be frustrating,” says Mama.

“And hard,” agree my cousins.

“Practice, practice,” says Auntie Mae.

My sister, Emeline, leaves the table. Her dumplings sit there, like rows of fat little coin purses. Neat and tidy, never out of line—just like Emeline. If you look in the dictionary under *dutiful*, you’ll find Emeline’s picture.

I should know. I pasted it there myself.

“Emeline loves the piano,” I say. “No one has to remind her to keep her back straight, her feet flat, her fingers curved.”

“It’s not a competition,” says Mama. “Practice harder. You’ll get better.”

“I don’t want to get better,” I reply.

21 When Emeline plays, her heartbeat is there, in her music. When I play, my metronome<sup>1</sup> is the clock, counting the seconds until I’m done.

My family doesn’t understand. How could they? They, too, are like dumplings. Folded a bit differently on

the outside, but inside the same. And I’m the odd dumpling out.

“It was your wai-po’s wish,” says Mama. Other heads nod.

It’s what I expected, yet my eyes fill with tears.

25 “No, Mama,” says a voice.

The words are mine, but the voice is not. Mine would be angry, hot. This one is quiet and respectful, yet it silences the room.

“No, Mama,” Emeline repeats.

I hear Mama suck in a breath, as if she has eaten a dumpling that is too hot.

“The piano, it was Wai-Po’s dream. It is your dream. It is mine,” says Emeline.

“But Wai-Po’s wish—it was not for us to follow *her* dreams, but our own. As she did with Wai-Gung.”

“Anna’s drawings—” she says, “they’re good.”

Now we are all surprised. Me, because I didn’t know Emeline knew my secret; everyone else, because it’s Emeline. Dutiful Emeline.

There is more. Emeline has my sketchbook. The one I’ve kept hidden in my backpack for lunch periods and moments between classes. The one I’d shared only with Ms. Swann.

“Where did you get that?” I ask, wanting to grab it back.

“I found it one day,” Emeline says.

<sup>1</sup> metronome: a device used to mark a tempo in music

“When I borrowed your *dictionary*.”

The way she stresses the word, I know she has seen the picture I pasted there. Though the photo is small, the corner of the page is dog-eared, crinkled where I held it while waiting for the glue to dry. My face heats—and it has nothing to do with the bubbling pot nearby.

But there is no time to explain. My sketchbook is there on the table, open. Exposed.

Mama begins to flip through it.

38 My hands work faster. Scoop, *plop*.  
Scoop, *plop*.

39 Many of my sketches are rough. Others are drawn carefully, painstakingly. There is Auntie Mae in her garden, Emeline at the piano, Wai-Gung eating Wai-Po’s dumplings.

Yet, there is one drawing that pulls

me back to it, again and again. It is the scene before me now—all of us, making dumplings at the table. Mama returns to it also.

“These are . . .” She stops. “You have worked hard at this.”

“I’ve done piano for years,” I say. “Let me try something different.”

Mama is quiet now. She looks down again.

I pass the wrappers to Emeline. I smile. She mouths the word *dictionary*, but smiles back.

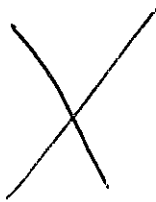
Then I pick up my chopsticks.

After all, this is just the beginning. My problem is out, there on the table. Now we must talk.

It’s a tradition. Like dumplings on Sundays.

9 Based on its use in paragraph 21, the word metronome is **most** likely related to the Greek word for —

- A city
- B poetry
- C distance
- \* D measurement



Not to  
Do

10 In paragraph 25, what prompts Emeline to disagree with Mama?

- A Her envy of the talent Anna shows for drawing
- \* B Her awareness that her sister has her own dreams
- C Her desire to not always be seen as the dutiful child
- D Her wish to also do something other than play piano

**PART II Released Reading Items—2011 Augmented Benchmark Grade 7**

**Reading Item B—2011 Grade 7**

- B** Explain how Mama’s opinion about Anna’s playing the piano changes from the beginning of the passage to the end.

Use at least three details from the passage to support your explanation.

**Reading Item B Scoring Rubric—2011 Grade 7**

<b>Score</b>	<b>Description</b>
<b>4</b>	The response explains how Mama’s opinion about playing the piano changes from the beginning to the end of the passage and provides at least three accurate and relevant details from the passage to support the explanation.
<b>3</b>	The response explains how Mama’s opinion about playing the piano changes from the beginning to the end of the passage and provides two accurate and relevant details from the passage to support the explanation.
<b>2</b>	The response explains how Mama’s opinion about playing the piano changes from the beginning to the end of the passage and provides one accurate and relevant detail from the passage to support the explanation. <b>OR</b> The response provides at least two accurate and relevant details from the passage from which Mama’s opinion about playing the piano from the beginning to the end of the passage can clearly be inferred.
<b>1</b>	The response explains how Mama’s opinion about playing the piano changes from the beginning to the end of the passage but provides no accurate and relevant details from the passage to support the explanation. <b>OR</b> The response provides one accurate and relevant detail from the passage from which Mama’s opinion about playing the piano from the beginning to the end of the passage can clearly be inferred. <b>OR</b> The response demonstrates minimal understanding of the question.
<b>0</b>	The response is incorrect or irrelevant.
<b>B</b>	Blank—No Response. A score of “B” will be reported as “NA.” (No attempt to answer the item. Score of “0” is assigned for the item.)



## Safety Tips: Inline Skating

Whether you're in a skate park in the Northeast, cruising the boardwalks of California, or playing a game of roller hockey in the Midwest, inline skating is good exercise and an excellent off-season training program for hockey and skiing.

### Why Is Inline Skating Safety Important?

Inline skating has exploded in popularity. Skaters can be found most everywhere that bicyclists, skateboarders, and joggers go. This greatly increases the chances of painful collisions.

- 3 Most of the many thousands of inline skating injuries that happen each year are to skaters who aren't wearing safety gear. The most commonly injured body parts are the hands and arms, although abrasions to other areas of the body are common. Most seriously, head injuries can plague skaters who don't wear helmets.

### Gear Guidelines

Always wear safety gear—and make sure you have it on properly—anytime you go inline skating. Here's a rundown of what you'll need when you skate:

- 5 • **Helmet.** A helmet is a must every time you skate. It's the most important piece of safety equipment. Bicycle helmets are better than nothing, but you really should invest in a helmet designed specifically for inline skating or skateboarding. These come down lower in the back, toward the base of the skull, for maximum protection in the event of a backward fall. Plus, they just look cooler.

Helmets must fit properly. Helmets that are too large or improperly fastened can come off during a fall. If you need fit or sizing tips, ask when you buy the helmet. And always fasten chin straps snugly under your chin so the helmet doesn't move around.

- **Skates.** You'll want a sturdy pair of inline skates, with plenty of ankle support. One way to check if skates offer the support you need is to feel the plastic of the boot. If you can squeeze it, the material is not strong enough. Be sure to get skates that match your needs whether you're planning on racing, competing in freestyle events or just casually rolling down the boardwalk.

Check your skates before you put them on. Make sure that wheels and brakes are in good shape and tightly secured. If wheels or brakes are misshapen or worn, replace them right away. Check that any buckles are in proper working order. Always buckle up your skates and keep them nice and snug when you skate.

- **Pads.** Cuts, scrapes, and sprained or broken wrists are a constant danger to inline skaters. At a minimum you'll want to wear knee pads, elbow pads, and wrist guards every time you skate. Knee and elbow pads should have a cushioned interior with a hard plastic shell to protect against scrapes. Wrist guards should be made from rigid plastic that holds the wrist securely in place in the event of a fall. All pads should fit properly and be securely fastened at all times.
- **Other Gear.** Some skaters like to wear long pants and long-sleeve shirts below their pads for extra protection against scrapes and cuts. Light gloves can keep your fingers safe. Lastly, fitted mouthguards are a good idea in any activity that might involve falls or collisions.

### **Before You Start Skating**

- 11 Better skaters have more fun and are less likely to get injured. Consider taking a lesson from a trained instructor or experienced skater before you try skating on your own. Know how to turn, control speed, stop, and skate with your head up so you can recognize and avoid obstacles and other people. Practice falling on grass or a gym mat so that when a real fall happens you'll be prepared to fall the right way.

Each time you head out, warm up with a gentle 5-minute skate and then stretch to keep your muscles and joints loose. This will help you avoid muscle tears and pulls.

Double-check to make sure you have all the necessary safety gear and that it is all being worn properly. Check to make sure your helmet's chin strap is fastened and snug.

If you're planning to skate on a trail, know how far you intend to go and how long it will take you to get back. Tell a family member or friend where you're going and how long you will be gone.

### **While Skating**

Be aware of your surroundings at all times. Know where other skaters, pedestrians, bicyclists, and joggers are, and be sure to give them plenty of space to avoid collisions. If you're skating in a skate park, practice good etiquette by waiting until the area is clear and it's your turn to skate.

Stay to the right when skating on sidewalks, bike paths, and trails. If you're going to pass another person, do so on the left, and let them know you are coming by yelling out, "On your left!" Only pass when it's safe and there is room enough for you and the other person.

Watch out for changing conditions due to weather or other factors. Just because the pavement is smooth in one spot doesn't mean it will be smooth a hundred yards ahead. If you feel like you're approaching an area with a wet, oily, or cracked riding surface, slow down until you are sure it's safe to proceed.

Don't skate while wearing headphones unless you are in a controlled environment. Listening to music while skating will make it difficult to hear traffic, pedestrians, or other skaters.

Try to find a friend or friends to skate with. This will not only be more fun, but you'll also be able to look out for one another and get help in the event of an emergency. If you and your skating partners skate on a trail or sidewalk, make sure to form a single-file line.

### **A Few Other Reminders**

- Never get towed behind a car, bike, or other vehicle. This is a sure-fire way to seriously hurt yourself.
- If you're skating outside on a sunny day, don't forget to apply sunscreen.
- Stay in control at all times. Losing control is the leading cause of inline skating injuries.
- If you plan to skate on private property, make sure you have the owner's permission to do so.
- Be courteous and polite to other skaters and anyone else you might encounter while skating. This will help you avoid confrontations and help prevent the possibility of skating being banned in your area. You can have a great time skating, but do whatever you can to make sure everyone else has a great time too.

- 9** According to the passage, which parts of the body get hurt most often when inline skating?
- A** legs and feet
  - B** head and neck
  - C** hands and arms
  - D** knees and ankles

- 10** Read this dictionary entry.

<p><b>gear</b></p> <p><i>n</i> <b>1</b> toothed wheel <b>2</b> equipment <b>3</b> level of functioning <b>4</b> harness</p>
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Which definition from the dictionary entry matches the word gear as it is used in paragraph 3?

- A** definition 1
- B** definition 2
- C** definition 3
- D** definition 4

- 11** According to the passage, an inline skating helmet differs from a bicycle helmet in that it
- A** is lighter.
  - B** is stronger.
  - C** fits tighter around the head.
  - D** comes down lower in the back.

- 12** What is the meaning of the word invest as it is used in paragraph 5?
- A** exchange
  - B** purchase
  - C** organize
  - D** amaze

- 13** What is the main idea of paragraph 11?
- A** Skate instructors can offer tips to new skaters.
  - B** Skaters should practice falling before skating.
  - C** Inline skaters are likely to have minor accidents.
  - D** New skaters should develop skills before skating.