

Name: _____

Date: _____

Grade 7 Reading Comprehension Worksheet

Beware of the Dog

By Roald Dahl

Read the passage. Then answer the questions.

Down below there was only a vast white undulating sea of cloud. Above there was the sun. He was still flying the Spitfire. His right hand was on the stick, and he was working the rudder bar with his left leg alone. The machine was flying well, and he knew what he was doing. Everything is fine, he thought. When I land I shall taxi in and switch off my engine and I shall say, help me to get out. I can't do it alone because I've lost one of my legs. He glanced down again at his right leg. The cannon shell had taken him on the thigh, just above the knee. It was just a mess which happened to be there in the cockpit. He really felt fine and unafraid. I'll make my report and later I'll go up to London. Then he saw the sun shining on the engine cowlings of his machine. He realized that he was no longer feeling good. But he knew that he was flying the Spitfire, and he could feel the handle of the stick between the fingers of his right hand. I'm going to pass out, he thought. He looked at his altimeter, twenty-one thousand and what? As he looked the dial became blurred. He knew then that he must bail out. Quickly, he tried to slide back the hood with his left hand, but he had not the strength, and with both hands he managed to push the hood back. He had a moment of great clearness. That is what happens with a good pilot. He took some quick deep breaths from his oxygen mask. He realized that he did not know where he was. It'll be the Channel, he thought. He pulled off his helmet, undid his straps, and pushed the stick hard over to the left and turned smoothly over onto its back. As he fell he opened his eyes, because he knew that he must not pass out before he had pulled the cord. For a time he lay there, idly letting the tips of his fingers play with the thing which they had touched. Then slowly he opened his eyes, and saw that he was holding something which was white. He knew it was a sheet because he could see the texture of the material and the stitching on the hem. He opened his eyes quickly. This time he saw the room. He saw the bed in which he was lying; he saw the grey walls and the door and the green curtains over the window. There were some roses on the table by his bed beside it there was a small medicine glass.

Answer the questions.

1. What is the main idea of the whole passage?
2. Underline the most important information.
3. Briefly summarize the main character of the passage.

Grade 7 Comprehension Tests

Terry C. Jones



Grade 7 Comprehension Tests:

Reading Comprehension, Grade 7 ,2015-03-16 Reading Comprehension for grade 7 is designed to aid in the review and practice of reading comprehension skills Grade 7 covers standards such as main topic and key details literary terms and devices summarizing inferring and vocabulary practice The book includes engaging nonfiction and fiction passages and stories to appeal to all readers The 100 Series Reading Comprehension books span grades 1 to 8 The activities in each book reinforce essential reading comprehension skills by providing practice with sequencing main idea predicting and inferring as well as story elements character plot and setting The books include engaging grade appropriate fiction and nonfiction passages and stories Each book has 128 pages and 100 pages or more of reproducible content to help students review and reinforce essential skills in reading comprehension The series is correlated and aligned to the Common Core State Standards

The Reading Crisis Jeanne Sternlicht CHALL,Vicki A. Jacobs,Luke E. Baldwin,Jeanne Sternlicht Chall,2009-06-30 How severe is the literacy gap in our schools Why does the nine year old child from a culturally disadvantaged background so often fall victim to the fourth grade slump Although the cognitive abilities of these children at risk may be consistent with the norm their literacy development lags far behind that of other children In *The Reading Crisis* the renowned reading specialist Jeanne Chall and her colleagues examine the causes of this disparity and suggest some remedies Using Chall s widely applied model of reading development the authors examine the strengths and weaknesses in the reading writing and language development of children from low income families in an attempt to identify the onset of their difficulties They show how in the transition from learning the medium to understanding the message the demands on children s reading skills become significantly more complex The crucial point is fourth grade when students confront texts containing unfamiliar words and ideas that are beyond the range of their own experience According to Chall s findings the lack of specific literacy skills not cognitive factors explains the deceleration in the reading and writing development of low income children The authors outline an active role for the schools in remedying weaknesses in literacy development and give suggestions for the home and the community Their recommendations address both practical issues in instruction and the teacher student dynamic that fosters literacy development Table of Contents Preface Acknowledgments 1 Literacy and Language among Low Income Children 2 The Children Their Schools and Their Families 3 Reading Development 4 Writing Development 5 Language Development 6 Interrelations among Reading Writing and Language 7 Classroom Instruction and Literacy Environments 8 Home Influences on Literacy and Language 9 Influences on the Lower and Higher Grades 10 Where Do We Go from Here Epilogue Persistent Questions Appendix A Samples of Narrative Writing Representing Average Holistic Ratings and Production Students Handwriting Appendix B Samples of Expository Writing Representing Average Holistic Ratings and Production Students Handwriting References Index Reviews of this book An important study for wide academic and professional attention Suzanne W Wood Library Journal The Latest and Best of TESS ,1991 Resources in Education

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written by Harding and Fulcher contemplating what has changed between the first and second editions and charting a trajectory for the field of language testing and assessment Providing a basis for discussion project work and the design of both language tests themselves and related validation research this Handbook represents an invaluable resource for students researchers and practitioners working in language testing and assessment and the wider field of language education

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