



Seventh Grade Reading:

“‘Garfield’ Creator is One Cool Cat”

by Janis Campbell

Sample Informational Reading Test for Grade 7

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Read the story “Garfield Creator is One Cool Cat” before answering Numbers 1 – 7.

'Garfield' Creator is One Cool Cat **by Janis Campbell**

Jim Davis is one cool cat. He's the creator of the fat cat, "Garfield," who has been on the comic pages for more than 25 years.

This summer the fabulous feline has probably gained some new fans who saw the movie based on the comic strip. We had a chance to talk with Davis about creating his popular pet.

Like Garfield, Davis is a pretty laid back guy. He lives in Muncie, Indiana, not far from the town where he grew up. Although Davis makes his living being funny, he says as a kid he was "anything but funny."

"I was painfully shy . . . and a stutterer," Davis says. But he was one of the better artists in his elementary school. Davis says that as a farm kid with asthma, he had to stay indoors at times. When that happened, he drew pictures that made his mom laugh.

In Davis' autobiography, "Garfield at 25: In Dog Years I'd Be Dead," he jokes that his drawings were so bad "I had to label everything." He kept drawing and doodling through elementary and middle school, eventually becoming a cartoonist for his high school newspaper.

He also played football in high school. By the time, he was ready for college at Ball State University, he knew he was too small to play college football, so he tried out for the gymnastic team, but that didn't work out after an injury prevented him from competing.

What did work out was being a cartoonist. Davis says he was a few credits short from graduating when he got a job at an art studio working on advertising production. Back then they called the job a "paste-up artist." Nowadays, that work is mostly done on computers. (He later earned his college degree.)

Soon after, he became an assistant to a local cartoonist, who encouraged him to work on his own ideas. He worked on the idea for "Garfield" for 18 months before he showed it to anyone. "Garfield" was inspired in part by Davis' grandfather, James A. Garfield Davis, whose personality is a little like Garfield's. (Did you notice he borrowed his grandfather's middle name?)

Davis also knew cats. At the farm, they'd always had about 25 cats, helping to keep the barn mice population under control. Davis figured dog lovers had plenty of dogs in comic strips, so maybe cat lovers would like a feline friend in the comics page.

Davis is both a cat and dog lover. Today, he has two dogs and, of course, a cat. He says he has no choice but to own a cat. After all, he says he works for a cat.

While "Garfield" is gaining new fans, Davis is back home, working on future comic capers for this lovable, lazy cat.

Questions for the Sample Informational Reading Test for Grade 7

Read the story “Garfield Creator is One Cool Cat” before answering Numbers 1 – 7.

The following text questions are based upon the selection "Garfield Creator is One Cool Cat." For each question, choose the **BEST** answer. You may look back at the text at any time.

1. The author's purpose in writing this article was to
 - A. generate interest in a new Garfield film.
 - B. show what an animal lover Davis is.
 - C. share what influenced Davis' character, Garfield.
 - D. share Davis' physical struggles in life.

2. In the selection the author writes, “Davis figured dog lovers had plenty of dogs in comic strips, so maybe cat lovers would like a feline friend in the comics page” Which word has almost the same meaning as feline?
 - A. animal
 - B. fuzzy
 - C. funny
 - D. cat

3. Which of the following is not a fact from the selection?
 - A. Davis was not always a humorist.
 - B. Davis plans on retiring Garfield in the near future.
 - C. A relative inspired Garfield's character.
 - D. Davis is a writer as well as a cartoonist.

4. From the selection you can infer
 - A. Garfield is losing popularity.
 - B. Davis made an appropriate career choice.
 - C. Shyness made Davis a better cartoonist.
 - D. Cartooning is an easy career.

5. What advice was given to Jim?
 - A. "Cat lovers would enjoy a friend in the comics."
 - B. "Finish your college degree before anything else."
 - C. "Try pursuing your own thoughts for cartooning"
 - D. "Surround yourself with things that you love."

6. All of the following can be learned from this selection EXCEPT
- A. Fame comes quickly to those with talent.
 - B. You don't need to leave your roots to discover yourself.
 - C. Working with a topic that you know often proves successful.
 - D. Others often influence career choices.
7. What is the BEST way to describe the structure of this text?
- A. The author compares / and contrasts different stories from Davis' life.
 - B. The author shows causes/ for things in Davis' life and what effects they had.
 - C. The author states a position about Davis' life and gives evidence to support it.
 - D. The author goes in order to the sequential order of Davis' life.



Seventh Grade Reading:

“The Southpaw”

by Judith Viorst
from *Free to Be...You and Me*

7th GRADE READING SELECTION QUESTIONS

DIRECTIONS: Read the story “The Southpaw” before answering Questions 1-10.

Mark only the **BEST** answer for each multiple-choice question. You may look back at “The Southpaw” at any time.

1. What was the relationship between Richard and Janet before he said that she could not play on his team?
 - A. They were always arguing.
 - B. They were friends.
 - C. They had an ongoing feud.
 - D. They barely knew each other.

2. Janet can **BEST** be described as someone who
 - A. is easily upset by others.
 - B. thinks she is inferior.
 - C. feels ashamed of being a girl.
 - D. does not let others push her around.

3. Richard’s suggestion that Janet “learn something nice like knitting” implies that
 - A. Richard feels knitting is for girls.
 - B. Richard is mean-spirited.
 - C. Richard wants to tease Janet.
 - D. Richard is being funny.

4. When Janet wants Susan, Marilyn, and Ethel to play too, it shows
 - A. she wants Richard to really suffer.
 - B. she does not want to be the only girl on the team.
 - C. she cares about fairness for everyone.
 - D. she believes girls are better at baseball than boys.

5. All of the following can be learned from this selection **EXCEPT**
 - A. you should not be mean to people because you may need their help someday.
 - B. girls can play sports as long as it is boys who are running the team.
 - C. girls should be allowed to play sports that they want to play.
 - D. boys should not look down on girls, no matter what the circumstances.

6. What type of social problem is shown in this selection?
- A. Economic injustice
 - B. Racial inequality
 - C. Gender stereotype
 - D. Forced segregation
7. At the end of the selection, Richard's letters indicate all of the following **EXCEPT**
- A. he agrees to compromise.
 - B. he accepts Janet as a ballplayer.
 - C. he continues to feel superior.
 - D. he realizes the value of true friendship.
8. What is the source of conflict in this selection?
- A. Richard does not recognize girls as equals.
 - B. Janet thinks girls are better than boys.
 - C. Richard is afraid of compromise.
 - D. Janet and Richard cannot accept help from each other.
9. To Janet, joining the baseball team represented all of the following **EXCEPT**
- A. recognition of ability.
 - B. acceptance.
 - C. equality.
 - D. continuing conflict.
10. With which of the following statements would Janet **MOST LIKELY** agree?
- A. Talent and ability do not matter.
 - B. Personal gain matters most.
 - C. Stand up for what is fair.
 - D. Rules shouldn't be broken.



Seventh Grade Reading Cross-Text Questions:

“The Southpaw”

by Judith Viorst

and

“Garfield’ Creator is One Cool Cat”

by Janis Campbell

CROSS-TEXT QUESTIONS

7th Grade

DIRECTIONS:

The following questions are based upon the two selections that you just read, “The Southpaw” and “‘Garfield’ Creator is One Cool Cat”. For each question, choose the **BEST** answer. You may look back at the text at any time.

1. What is the correct genre for each selection?
 - A. “The Southpaw” is a diary and “Garfield Creator is One Cool Cat” is an autobiography.
 - B. “The Southpaw” is a short story and “Garfield” is a narrative.
 - C. “The Southpaw” is a fable and “Garfield” is a diary.
 - D. “The Southpaw” is a narrative and “Garfield” is informational.

2. What do Janet and Jim Davis have in common?
 - A. They both were talented baseball players.
 - B. They both pursued something important to them.
 - C. They both wanted to be famous.
 - D. They both were shy in school.

3. Another good title for both selections would be
 - A. “Might Is Right”
 - B. “Whatever it Takes”
 - C. “Doing What You Love and Loving What You Do”
 - D. “Playing to Your Strengths”

4. What is a lesson that can be learned from these two selections?
 - A. Determination is the same as stubbornness.
 - B. Determination usually pays off.
 - C. Determination is an admirable quality but often gets in the way of success.
 - D. Determination was not part of either selection.



Reading Assessment Analysis

Grade: 7

Selection: "Garfield' Creator is One Cool Cat"

Genre: Informational

Item #	Answer	GLCE Assessed	Cognitive Domain	GLCE
1	C	R.IT.07.03 R.CM.07.02	Analysis Comprehension	<p>Word Recognition and Word Study <i>Students will...</i> R.WS.07.01 Use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context [Core] R.WS.07.02 Use structural, syntactic, and semantic analysis to recognize unfamiliar words in context (e.g., idioms, analogies, metaphors, similes, knowledge of roots and affixes, major word chunks/rimes, syllabication) [Core] R.WS.07.07 Use strategies and authentic content-related resources to determine the meaning of words and phrases in context (e.g., literary terms, cross-cultural words and phrases, mathematical expressions, scientific procedures) [Core]</p> <p>Informational Text <i>Students will...</i> R.IT.07.03 Explain how authors use writer's craft and text features to enhance the understanding of central, key, and supporting ideas (e.g., metaphors, similes, captions, diagrams, appendices) [Core]</p> <p>Comprehension <i>Students will...</i> R.CM.07.01 Connect personal knowledge, experience, and understanding of the world to themes and perspectives in the text [Core] R.CM.07.02 Retell and summarize grade level appropriate narrative and informational text [Core] R.CM.07.03 State global themes, universal truths, and principles within and across texts to create a deeper understanding [Core]</p>
2	D	R.WS.07.01 R.WS.07.02 R.WS.07.07	Application Comprehension Application	
3	B	R.CM.07.02	Comprehension	
4	B	R.CM.07.01	Application	
5	C	R.CM.07.02	Comprehension	
6	A	R.CM.07.01 R.CM.07.03	Application Analysis	
7	D	R.IT.07.02	Application	



Reading Assessment Analysis

Grade: 7

Selection: "Southpaw"

Genre: Narrative

Item #	Answer	GLCE Assessed	Cognitive Domain	GLCE
1	D	R.NT.07.01 R.CM.07.01	Synthesis Application	<p>Word Recognition and Word Study <i>Students will...</i> R.WS.07.01 Use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context [Core] R.WS.07.02 Use structural, syntactic, and semantic analysis to recognize unfamiliar words in context (e.g., idioms, analogies, metaphors, similes, knowledge of roots and affixes, major word chunks/rimes, syllabication) [Core] R.WS.07.07 Use strategies and authentic content-related resources to determine the meaning of words and phrases in context (e.g., literary terms, cross-cultural words and phrases, mathematical expressions, scientific procedures) [Core]</p> <p>Narrative Text <i>Students will...</i> R.NT.07.01 Identify and discuss how the tensions among characters, communities, themes, and issues in classic and contemporary literature recognized for quality and literary merit are related to their own experiences [Core] R.NT.07.03 Analyze the role of antagonists, protagonists, internal and external conflicts, and abstract themes [Core] R.NT.07.04 Analyze author's craft (e.g., theme, antagonists, protagonists, over and understatement, exaggeration) [Core]</p> <p>Comprehension <i>Students will...</i> R.CM.07.01 Connect personal knowledge, experience, and understanding of the world to themes and perspectives in the text [Core] R.CM.07.02 Retell and summarize grade level appropriate narrative and informational text [Core] R.CM.07.03 State global themes, universal truths, and principles within and across texts to create a deeper understanding [Core]</p>
2	D	R.NT.07.03	Analysis	
3	A	R.NT.07.04 R.CM.07.03	Synthesis Analysis	
4	C	R.NT.07.01 R.NT.07.03 R.CM.07.01 R.CM.07.03	Synthesis Analysis Application Analysis	
5	B	R.CM.07.01 R.CM.07.03	Application Analysis	
6	C	R.NT.07.01 R.NT.07.03 R.NT.07.04 R.CM.07.01 R.CM.07.03	Synthesis Analysis Synthesis Application Analysis	
7	C	R.NT.07.03 R.CM.07.03	Analysis Analysis	
8	A	R.NT.07.03 R.CM.07.02	Analysis Comprehension	
9	D	R.NT.07.03 R.CM.07.02 R.NT.07.03	Analysis Comprehension Analysis	
10	C	R.NT.07.01 R.NT.07.03 R.NT.07.04 R.CM.07.01 R.CM.07.03	Synthesis Analysis Synthesis Application Analysis	



Reading Assessment Analysis

Grade: 7

Selection: "The Southpaw" and "'Garfield' Creator is One Cool Cat"

Genre: Cross-Text

Item #	Answer	GLCE Assessed	Cognitive Domain	GLCE
1	D	R.NT.07.02 R.IT.07.01	Analysis Analysis	<p>Narrative Text <i>Students will...</i> R.NT.07.02 Analyze elements and style of narrative genres (e.g., mystery, poetry, memoir, drama, myths, legends) [Core]</p> <p>Informational Text <i>Students will...</i> R.IT.07.01 Analyze elements and style of informational genre (e.g., persuasive essay, research report, brochure, personal correspondence, autobiography/biography) [Core]</p> <p>Comprehension <i>Students will...</i> R.CM.07.01 Connect personal knowledge, experience, and understanding of the world to themes and perspectives in the text [Core] R.CM.07.03 State global themes, universal truths, and principles within and across texts to create a deeper understanding [Core]</p>
2	D	R.CM.07.01 R.CM.07.03	Application Analysis	
3	A	R.CM.07.01 R.CM.07.03	Application Analysis	
4	C	R.CM.07.01 R.CM.07.03	Application Analysis	