

Week One

7th Grade

Desoto County
Schools

Distance Learning

You are living through an unprecedented moment in history—right now! Today, tomorrow, and the days that follow will be captured in history books. Someday, you will share stories with your children and grandchildren about living through this time. Because these days are historical, it is critical that we not let these events pass without capturing how they affect you, your family, your school, and your community.

Since you will be “schooling” from home, I will describe here the **daily** assigned work to be done outside the classroom. Here are your daily writing and reading requirements:

Daily Writing:

You will be asked to write a page (or more) a day, capturing your thoughts, questions, comments, and concerns about the events that are unfolding. I want you to capture this history—your history—any way you’d like. Below are some suggestions for your daily writing. Feel free to generate your own thinking.

Some possibilities for daily writing:

- Capture how this virus has disrupted your school year—including sporting events, concerts, assemblies, dances.
- Discuss how your daily life has been disrupted.
- Share the effect it has had on your friends and family.
- You might write reviews of movies, television shows, podcasts, video games to share with your classmates.
- Discuss the situation with a friend or relative and write about this discussion.
- Respond to any seed about the crisis you find interesting. A “seed” can be an article, a TV broadcast, a Tedtalk, a tweet, a photograph, a podcast, a film, an Instagram (or another online) post, a TikTok video, a political cartoon—anything that spurs some thinking about the crisis. As the crisis unfolds, you will be able to easily find new seeds that encourage reflection. This story changes every day. Find seeds worthy of writing and thinking about. Write across genres: poetry, dialogue (just capture a conversation between people), description, etc. Zoom in on a moment you experience; discuss songs that capture these events for you. Find and respond to charts and graphs worth thinking about.
- Think about drawing or sketching your ideas and writing from those.

Again, be creative as you decide how best to chronicle your thinking. What is the best way to capture this historical moment? You decide. Be creative!

Take risks. Be honest. Try to create writing that you will be interested in re-reading years from now. Chronicle your thinking as we navigate these uncertain times.

Daily Reading:

Find a book to read. Any book that interests you. Your choice. You are asked to read this book for 30 or more minutes every school day. If a book is not available, any kind of reading will count. This includes newspapers, magazines, etc. **You are asked to time your reading every day** and to track the time you spend reading on a self-made chart. The chart you create can be hand-written or created digitally, and it might look like this example:

Date	Book	Pages read	Time spent reading
3/18	<i>The Hate U Give</i>	22-48	35 minutes
3/19	<i>The Hate U Give</i>	48-68	30 minutes
3/20	<i>The Hate U Give</i>	68-90	40 minutes
3/23			
3/24			
3/25			

The goal here is 30 minutes a day of sustained, uninterrupted reading. I know that may be difficult for some of you, as you may face interruptions at home, but it is critical that you do your best to find uninterrupted reading time as a means to building your stamina.

Daily Lessons:

The included materials provide instruction for 5 days of work.

Each lesson should be completed in one day, including one day for vocabulary work. Follow the directions provided for each section of the lesson.

Unit 1

Key Ideas and Details in Informational Text

Imagine you are in a scientist's laboratory. You see flasks of bubbling liquids, test tubes, and rubber tubing. The scientist is analyzing a substance by boiling it down to identify its parts. This will help her understand important ideas about the substance and how it can be used. How is a reader like a scientist? A reader also analyzes a text, breaking it down to identify important **details**. Then, like scientists, readers examine those details carefully to see how they are used to develop the **key ideas** in the text. Sometimes those details provide all the information you need. At other times, though, readers must use those details to make inferences, or figure out what the author really means.



In this unit, you will learn how to read closely and to use evidence, or details, to support your understanding of an informational text. You will also learn how to use the details to summarize the text. You will read about important people, events, and ideas and learn how they affect each other in a text. Put on your lab coats as you fill your test tubes with fascinating information. Don't forget your goggles!

✓ Self Check Fill out the Self Check on the next page. ►

Unit 1 Key Ideas and Details in Informational Text continued

Before starting this unit, check off the skills you know below. As you complete each lesson, see how many more you can check off!



✓ Self Check

I know how to:

find two or more central ideas in a text and the details that help support them.

explain how the facts, details, and other evidence develop central ideas in a text.

summarize a text without giving personal opinions.

cite several pieces of evidence to support inferences about a text.

explain how individuals, events, or ideas influence each other in a text.

Before
this unit

After
this unit

Lesson 1 Part 1: Introduction 

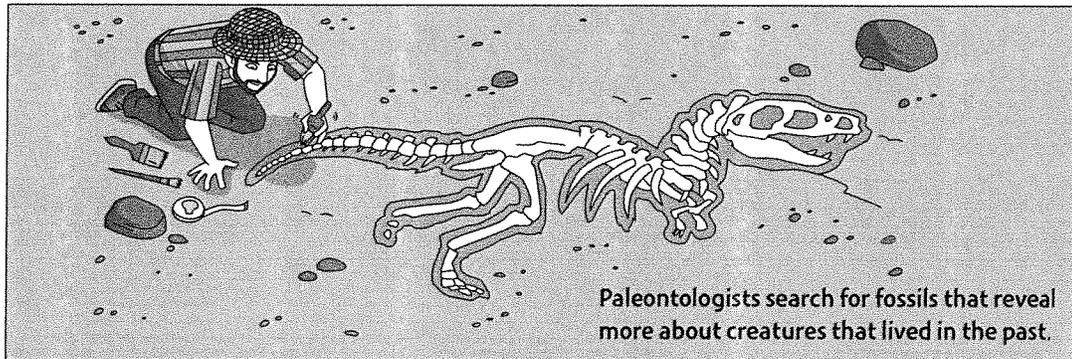
Analyzing the Development of Central Ideas

1 MS CCRS RI.7.2: Determine a central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.

Theme: *Careers*

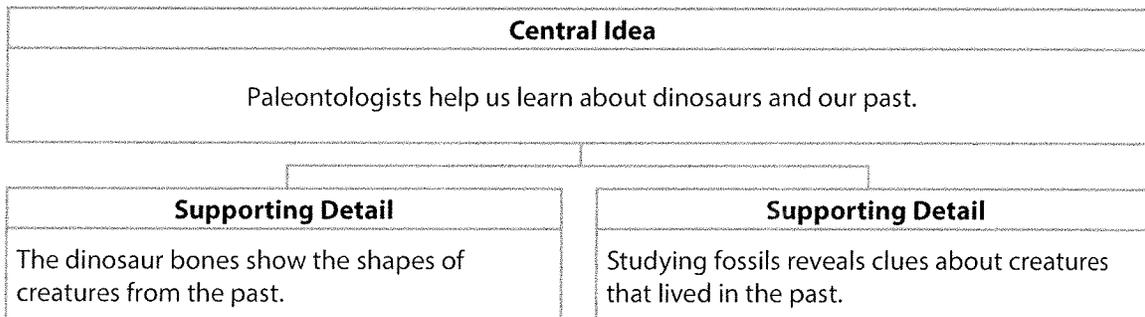
As you read, do you wonder what the author is trying to tell you in the text? Try to figure out the **central idea**, or the most important point an author is trying to make about the topic. The central idea emerges, or is revealed, by specific details. Sometimes a central idea may be stated directly, but more often it is implied. Then you must figure it out by analyzing the **supporting details**. These facts, examples, reasons, and other pieces of information **shape** and **refine** the central idea. Shaping and refining ideas are how writers develop ideas.

Examine the cartoon below. Think about the central idea and its supporting details.



What central idea is shown? Circle parts of the picture and caption that support the central idea.

Study the web below that shows the central idea of the picture and details that support it.



As a good reader, make sure you figure out how the supporting details work together to shape and refine the central idea in the text. This will help you understand each important point the author wants to make.



Read the first two paragraphs of an account about deep-sea divers.

Genre: Social Studies Account

Deep-Sea Treasure Hunters *by Ramona Rivera*

Deep-sea diving is a dangerous but fascinating activity. Some people dive for fun or sport, and some make a career out of hunting for sunken treasure. These types of career divers fall into one of two categories: those who want to study their discoveries and those who want to sell the treasures they find.

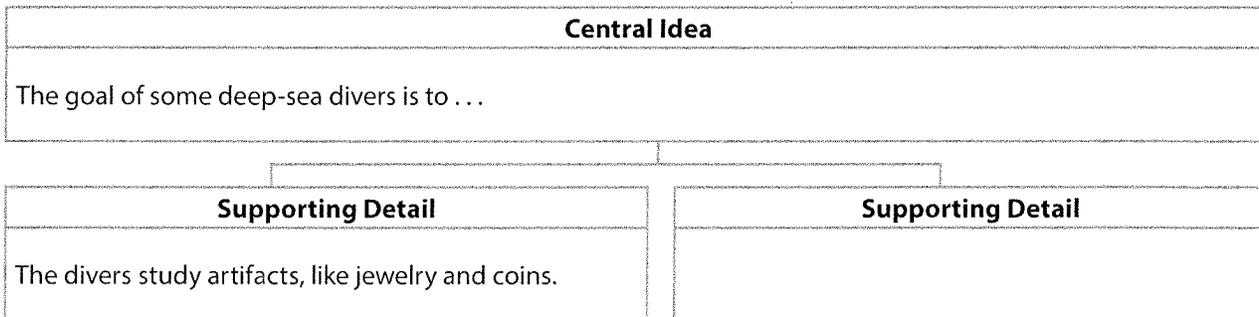
The divers who study sunken treasures are concerned with preservation of the sites. These divers often locate, map, and study shipwrecks. When they find a site, the divers are interested in using the information that the treasure provides to form a story about the ship that wrecked. By studying artifacts such as coins or jewelry found at a site, these divers learn many things about the lives of the ship's passengers. They also learn more about the cargo and the daily lives of the sailors aboard the ship. Sometimes they even learn why the ship sank.

(continued)

Explore how to answer these questions: "What is the central idea of paragraph 2? What specific details are given to support it?"

The author describes two career paths: deep-sea treasure diving for money, and deep-sea treasure diving for gathering information. Which career path is described in paragraph 2? How do the details help you learn more about it?

Study the account to figure out the central idea and supporting details in paragraph 2. Then complete the idea web below. Add more supporting details if necessary.



Work in a group and compare your web with your classmates'. Are your supporting details similar? Discuss how you chose each detail. Revise your web as needed, but remember that your answers can vary from your classmates' and still be correct.



Close Reading

The author mentions two central ideas in these paragraphs. **Circle** the first central idea and **underline** the second central idea.

Continue reading about deep-sea treasure hunters. Use the Close Reading and the Hint to help you answer the question.

(continued from page 4)

The deep-sea divers pursuing profit must carefully research their sites to make sure it is legal to take artifacts from the location. They must also take measures to preserve the artifacts so that they don't corrode and lose value once they are recovered. For these deep-sea divers, the measure of their success is the dollar value of the treasure they find.

Whether deep-sea divers wish to study treasure or collect it, divers must obey the laws, dive in teams, and be careful at all times. We must respect the power and mystery of our oceans if we hope to uncover their many hidden treasures.

Hint

Which choice explains more about the central idea you circled?

Circle the correct answer.

Which sentence provides a supporting detail for the idea that we must respect the oceans and their treasures?

- A** Some divers spend a lot of time searching for sunken treasures.
- B** Deep-sea diving involves a great deal of physical training.
- C** Divers must identify sites that are legal before they collect artifacts.
- D** Profit is the main motivation for some deep-sea divers.

Show Your Thinking

Explain how the supporting details given by the author develop the central idea about divers searching for profit.

With a partner, discuss details about each of the two careers described in the account. Then analyze the author's statement in the concluding sentence of the account. How does it connect to the central idea of the whole account?



Read the biography. Use the Study Buddy and Close Reading to guide your reading.

Genre: Biography



Commander Suni Williams

by Margo Carlin

As I read, I'll think about the central ideas the author is telling me about Suni Williams. Why is she famous? What details about her life does the author want to share?

Close Reading

What does Suni say about why she hadn't yet become an astronaut?

Underline the quote in paragraph 3.

Reread paragraph 1. Find and **star** (*) a sentence that gives a central idea about Suni Williams.

Then **underline** sentences with details that support this idea.

- 1 As 5-year-old Sunita "Suni" Williams watched Neil Armstrong's fascinating moon walk on television, she thought, "That's what I would like to do." While she never thought of moon walking as a realistic career goal, Williams' story proves that we can't always know where our path is going to lead us. If we believe in ourselves, though, we'll end up in the right place.
- 2 Williams' career path was far from predictable. She says she was just an "okay" high school student. Because her brother had gone to the U.S. Naval Academy, she was drawn there, too.
- 3 Williams graduated from the Naval Academy and trained to become a Navy helicopter test pilot. Listening to a former astronaut talk about flying a helicopter as preparation for flying a moon lander, a light bulb went on in Williams's head. It dawned on her that her helicopter training could be her ticket to space. She realized: "The only one who's telling me I'm not going to be an astronaut is me."
- 4 Williams eventually trained to become a member of the *International Space Station* crew, where she served as flight engineer and set a new record for women in space. Another first: She "ran" the Boston Marathon—on a space station treadmill.
- 5 Williams believes there is a message for young people in learning about the twists and turns that led to her space station adventure. "Maybe you want something, but you get something else. But if you make the best of it, things sorta work out."



Read the biography about a famous dancer. Then answer the questions that follow.

Martha Graham: Modern Dance Innovator

by Eva Milner

1 In the world of dance, Martha Graham is a giant. A true innovator, it was she who led the way into the brave new world of modern dance, leaving behind the constraints of classical ballet. Through her work as a dancer, choreographer, and teacher, Martha has inspired both audiences and generations of dance students. Her institute, the Martha Graham Dance Company, has produced some of the finest dancers in the world today.

2 Martha Graham was born in 1894 in a small town near Pittsburgh, Pennsylvania. Her father was a doctor who specialized in nervous disorders. He was interested in how illnesses and disorders could be revealed through the way a patient's body moved. Martha also believed in the body's ability to express what is inside. She would channel this belief through dance, not medicine, however.

3 Martha was an athletic child, but it wasn't until after seeing the ballet dancer Ruth St. Denis in her teens that she became interested in dance. Martha was so inspired by the performance that she enrolled at an arts college where she studied theater and dance. After graduating in 1916, she joined the Denishawn School, a dance company founded by Ruth St. Denis and Ted Shawn to teach both American dance and world dance.

4 Though Martha began her eight years at Denishawn as a student, it wasn't long before she became a teacher and one of the school's best-known performers. It was during this time that Martha costarred with Ted Shawn in "Xochital," a duet that Ted created specifically for Martha. In this ballet, Martha played the role of an Aztec maiden attacked by an Aztec emperor. Her wildly emotional performance brought her critical acclaim.

5 By 1923, however, Martha felt ready to try new things. She took a job dancing in a vaudeville show in New York City. Here Martha had the opportunity to create her own dances. While there was some room for creativity, she still had to please the audience. Soon she longed for someplace she could take her experimental dance techniques even further. Her search led her to a job teaching at the Eastman School of Music, where she had complete control over her classes and the dance program. This was her chance to truly experiment.

6 Martha felt that classical ballet focused too much on fluidity and grace and ignored deeper, darker emotions and themes. At Eastman, Martha began to use jerky, trembling movements and falls to express ideas and feelings. She developed a fresh, new method of muscle control she called "contraction and release." Through this method, a dancer creates movement by first contracting a muscle and then allowing the movement to flow as the muscle relaxes. This method of muscle control gives the dancer's motions a hard, angular look. This was a big change from the dance style found in classical ballet.

7 Audiences did not always appreciate Martha's style. They were used to the more graceful, flowing motions of ballet dancers, and Martha's choppy, angular style was shocking to them. Many reviewers criticized her for dancing in an "ugly" way. During her first performance in Paris, she and her dancers were booed by the audience.

8 In 1926, Martha formed her own dance company, the now-famous Martha Graham School for Contemporary Dance. She brought in several of her students from the Eastman school and also began



working with Louis Horst, the musical director from her days at Denishawn. Under Horst's influence, Martha began to use music by modern composers, rather than music from the eighteenth and nineteenth centuries. This was yet another way in which Martha's work departed from classical ballet.

9 Many of Martha's dances explored emotional and psychological themes. One example is her solo piece "Lamentation." In this dance, a grieving figure sits alone on a bench and moves to a mournful piano score. The dancer wears a tube of stretchy, purple fabric. Only the dancer's head, hands, and feet show. The movements of the dancer's body within the fabric create a sort of moving sculpture. The dancer represents the raw emotions of grief.

10 Martha was also interested in exploring social issues and political themes. Her dance "Deep Song" was a statement about the Civil War in Spain, and "Chronicle" looked at the menace of fascism and war in Europe. This second dance was created the same year Martha had turned down an invitation to the 1936 Olympic Games being held in Germany. Both the dance itself and her refusal to attend the games expressed Martha's integrity and desire to highlight important political issues.

11 Martha Graham's career spanned her entire life. Health issues forced her to quit dancing at the age of 76, but she continued teaching and creating works until her death in 1991. In her lifetime, she created 181 masterpieces of dance, which continue to inspire dancers and audiences alike.

Answer the questions.

- 1** Which sentence **best** supports the central idea that Martha Graham was an innovator?
- A** "While there was some room for creativity, she still had to please the audience."
 - B** "Her search led her to a job teaching at the Eastman School of Music, where she had complete control over her classes and the dance program."
 - C** "She developed a fresh, new method of muscle control she called 'contraction and release.'"
 - D** "In 1926, Martha formed her own dance company, the now-famous Martha Graham School for Contemporary Dance."



2 This question has two parts. First answer Part A. Then answer Part B.

Part A

What is a central idea of the passage?

- A** Classical ballet focused on flowing, graceful movements.
- B** Martha’s dance style was very different from classical ballet.
- C** A performance by Ruth St. Denis inspired Martha to dance.
- D** Louis Horst was the musical director at Denishawn.

Part B

Which **three** details from the passage **best** support the central idea?

- A** Martha’s institute produced some of the world’s best dancers.
- B** Martha taught both American dance and world dance.
- C** Martha inspired generations of dance students.
- D** Martha incorporated jerky, angular movements.
- E** Martha used music by modern composers.
- F** Martha’s dance explored emotional themes.

3 Describe the central idea of paragraphs 9 and 10. Identify at least **two** specific details the author used to develop that central idea. How is the central idea shaped, refined, or changed by details over the course of the text?



Self Check *Go back and see what you can check off on the Self Check on page 2.*

Lesson 2 Part 1: Introduction

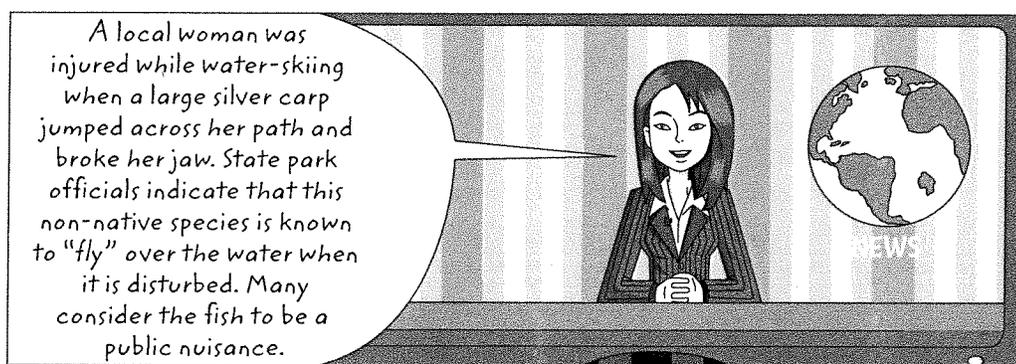
Summarizing Informational Texts

MS CCRS RI.7.2: provide an accurate summary of the text based upon this analysis.

Theme: *Invasive Species*

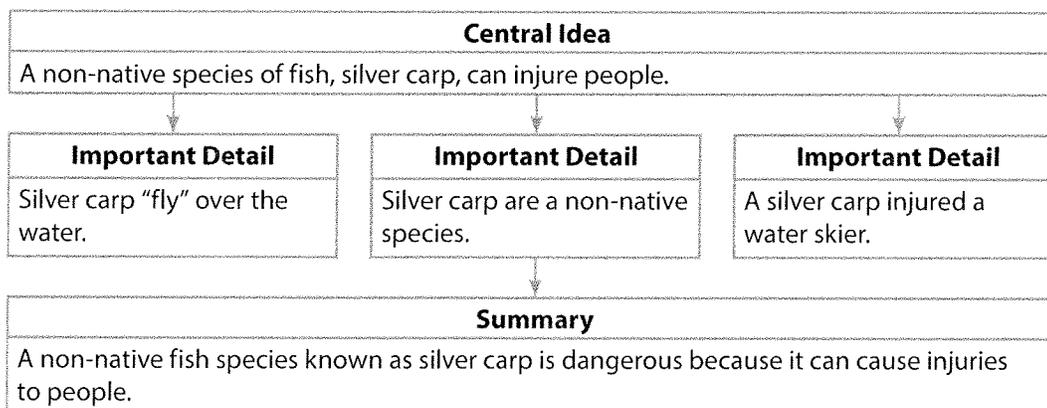
What do you do when a friend sees you reading and asks, “What is that article about?” You don’t recite the article word for word or read it aloud. The best response is to give a **summary**, or a brief restatement of the article’s important details and central ideas in your own words. The statements in a summary should be **accurate**, or correct. A summary should also be **objective**, or free of any opinions or personal beliefs.

Read the news report below. Think about what its most important points might be.



Now read the report again. Underline the most important details in the report.

Read the chart below to see how to summarize information.



Good readers recognize central ideas, whether stated or implied, and identify important details in a text. They use those ideas and details when they accurately summarize the text, and they do not include any nonessential information or opinions.



Read the first two paragraphs of a government bulletin about invasive species.

Genre: Public Document

The Invaders by Mark Sanchez

During the early 1900s, two kinds of invasive organisms turned up in waterways in the United States. One was the Asiatic clam, a fast-growing shellfish that crowds out other aquatic animals. The other was milfoil, a fast-growing aquatic plant that overcomes and displaces native water plants.

Wildlife officials are seeing once-smooth freshwater beaches littered with sharp, tiny shells. Though Asiatic clams are rarely larger than 1.5 inches across, the sheer number of the shells is cause for concern. The highest populations occur near power and wastewater plants. The clams cause problems by biofouling, or clogging intake valves. Biofouling also occurs in irrigation canals and pipes and drinking water facilities. Repairing damage caused by Asiatic clams is expensive. Experts estimate that the price tag has reached one billion dollars per year in the United States.

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Explore how to answer this question: "How can I accurately summarize this bulletin?"

The author presents a central idea in each paragraph but does not state it directly. The important text details support the central idea, so identifying them will help you determine the central idea. This in turn will help you accurately summarize the text.

Reread the bulletin. Underline the important details. Then fill in the missing information below.

Central idea of paragraph 2: Biofouling by Asiatic clams, one type of invasive species in U.S. waterways, causes costly repairs to industrial and agricultural water facilities.

Important detail from the text: _____

Important detail from the text: _____

Summary: _____

With a partner, take turns summarizing this part of the bulletin accurately and objectively. Remember, summarizing means restating the central idea and important details in your own words.



Continue reading the government bulletin about invasive species. Use the Close Reading and the Hint to help you answer the question.

Close Reading

On page 12, the author does not directly state the central idea. Jot your ideas in the margin about the implied central idea of this part of the bulletin.

(continued from page 12)

The fern-like and harmless-looking milfoil has also become a threat. It too can clog valves at water facilities. In addition, milfoil poses problems for recreational water users. Dense growths of the Eurasian native create unfavorable conditions for swimmers, boaters, and fishers. Milfoil grows aggressively and crowds out other vegetation. The resulting ecosystem lacks food sources and habitats for native fish, amphibians, and waterfowl. Milfoil spreads naturally when fragments travel by water currents. It spreads with human help when fragments are carried from one waterway to another on boats and boat trailers.

Hint

Which answer choice accurately restates important details and does not include opinions?

Circle the correct answer.

Which of the following statements best summarizes the text above?

- A The annoying milfoil plant does extensive harm to human facilities as well as to fragile ecosystems. It spreads ruthlessly by water current and should be a major concern to outdoor enthusiasts.
- B Fern-like and harmless-looking, milfoil is a secret threat. Dense growths of the Eurasian native crowd the waterways, creating unfavorable conditions for swimmers, boaters, and fishers.
- C Milfoil, a non-native species of water plant, ruins recreational water activities and heartlessly wipes out food sources and habitats for animals.
- D Eurasian milfoil is an invasive species that spreads both naturally and with human help. Milfoil is an "invader" because it can harm water facilities, destroy animal habitats, and crowd out native plants.

Show Your Thinking

Choose an answer choice that includes an opinion. Explain what clues helped you recognize that it was not objective.



With a partner, take turns summarizing the central ideas and important details in the government bulletin. Be sure to include accurate details and avoid using judgments and opinions in your summary.



Read the scientific account. Use the Study Buddy and the Close Reading to guide your reading.

Genre: Scientific Account



Kudzu: From Pretty Vine to Invasive Pest

by Aaron Hartman

The passage's title is "Kudzu: From Pretty Vine to Invasive Pest." I'm going to look for text that supports the ideas of the vine being "pretty" or a "pest." I'll underline those ideas when I find them.

Close Reading

Paragraph 2 mentions two important details about problems with kudzu. **Circle** phrases that name those two details.

The author describes the rapid growth of kudzu in the last paragraph. **Star** (*) the sentences that explain the problem caused by this plant's size.

- 1 Like many plants that are in the news, kudzu originated in Asia. Unlike other invasive species, this plant was purposely brought here and, at first, everyone loved it. At the 1876 Centennial Exposition in Philadelphia, Pennsylvania, the Japanese government filled its display with plants native to Japan. The attractive kudzu vine, with its large leaves and sweet-smelling blooms, was greatly admired by the Americans. People began planting the vine for decorative purposes. Some years later, kudzu was promoted as forage, or food, for cattle and goats. And during the 1930s and 1940s, the government fostered the spread of kudzu by planting it to control erosion.
- 2 Modern-day experts agree that kudzu is good for forage. However, it is easily overgrazed, so farmers need to have an alternate food source so that the animals can be removed from the kudzu field to allow the vines time to regrow. And no one denies that kudzu is effective at controlling erosion. However, kudzu vines have a tendency to take over. Farmers and homeowners all over the southeastern United States know that only too well.
- 3 Kudzu can grow about a foot a day, or approximately 60 feet in a growing season. Huge tap roots help the plant survive dry periods and make kudzu impossible to pull up. The vigorous vines completely cover abandoned fields and trees. The large leaves block out the sun and smother existing plants. As is the case with all invasives, the absence of natural checks and balances is what has turned kudzu from a pretty plant into a noxious weed.



Hints

Which choice accurately *restates* paragraph 2's central idea and does *not* include opinions or judgments?

To help with question 2, I'll look back at the ideas I underlined.

What is the implied central idea of the whole passage? What important details does each paragraph provide?

Use the Hints on this page to help you answer the questions.

- 1 Which of the following statements best summarizes the central idea and important details of paragraph 2?
 - A Modern-day experts agree that kudzu is good for forage. Kudzu also is very effective at controlling erosion.
 - B Kudzu is only of limited value as animal forage. It is also an effective erosion controller, but it can take over in an undesirable way.
 - C As forage for animals, kudzu is useless because it is easily overgrazed. It is also useless at controlling erosion because it grows too much.
 - D Farmers and homeowners in the southeastern United States agree that kudzu grows too much to be useful, either as forage or as an erosion control.

- 2 Which of the following statements best restates one central idea that should be included in a summary of the passage?
 - A Though once considered a desirable plant, kudzu has invasive tendencies that make it a harmful weed.
 - B Kudzu has become the most troublesome invasive plant species, partly because it was once thought to be attractive.
 - C As is the case with other invasives, natural checks and balances are effective at controlling kudzu.
 - D Kudzu is native to Asia but was brought to the United States on purpose.

- 3 Write a brief and accurate summary of the passage. Use at least three specific details from the passage in your summary.

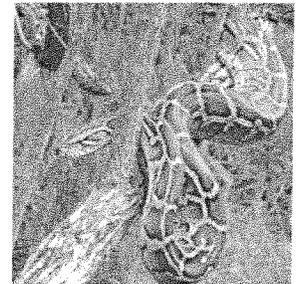


Read the scientific account. Then answer the questions that follow.

Python Invasion!

by Leigh Driver

1 For years, the number-one, most feared animal in Florida has been the alligator. But recently the Burmese python has been challenging the alligators' long-held position. Burmese pythons are native to Asia, but they have found a new home in Florida. Their numbers are increasing dramatically. Today they can be found in the wild and in suburbs across the state. Burmese pythons have lightly-colored skin with brown patches, and they are admired for their skin patterns and size. But they are also massive hunters—among the largest top six snakes in the world—and they pose a danger to people, other animals, and the environment.



How Did They Get There?

2 The Burmese python has become more and more popular as a house pet. This caused a surge of imports of the snake to Florida. This is not the first time Florida has become home to a species of reptile intended to be kept as a pet. The state is the adopted home of several types of reptiles. The green iguana and the speckled caiman, a type of alligator, were brought to Florida as family pets. Now, many of these creatures live in the wild. These animals may seem like exotic and fascinating alternatives to the family cat, but they are also very difficult to maintain. People often found them hard to keep at home so they released them to the wild.

3 The same thing is happening with the Burmese python, an animal that begins at a manageable 3 feet long on average but can grow up to 20 feet long and weigh up to 250 pounds. There have been several reports of deaths in homes where pythons are kept. When a python is fully grown, many owners find they can no longer handle their exotic reptile, and they simply release it outdoors.

4 Another factor has been the destructive hurricanes that Florida has suffered over the years. Sometimes storms damage pet stores and animal shelters, and the reptiles get loose. When people bring their other pets to shelters, it is sometimes easier to free the snakes because of overcrowding.

Environmental Impact

5 A python can survive very well in the Florida climate. In fact, the Florida Everglades are the perfect home for these snakes. Some experts estimate that there are up to 100,000 Burmese pythons living in the Everglades alone. But this surge of wild pythons is not without problems.

6 Releasing animals into an environment where they do not belong affects that environment and the species within it. Such animal populations are referred to as non-native species. While few creatures prey on it, the python competes with other animals in the territory. For example, alligators compete for prey with pythons. As these snakes breed and thrive, they threaten the survival of the alligators. Other animal populations may also be harmed by the presence of pythons, and Floridians who are concerned about conservation have publicized the dangers of this situation.

**Danger to People**

7 Another growing concern is that the Burmese python can seriously harm people. A python can eat an animal as large as a full-grown deer, and it is extremely difficult to control the powerful creature. Some Floridians believe that keeping these snakes as pets is simply not safe.

What Can Be Done?

8 Scientists and citizens have become more and more worried about the “invasion” of the Burmese python into the Florida wild. There have been proposals to ban the importation of snakes or to make it illegal to keep these animals as pets, but so far no laws have been passed. Some have even proposed destroying the pythons living in the Everglades to get rid of the problem.

Answer the questions.

1 This question contains two parts. First answer Part A. Then answer Part B.

Part A

What is the **best** summary of this passage?

- A** Burmese pythons are ferocious predators that threaten people and animals.
- B** The Burmese python has become more and more popular as a house pet.
- C** Native to Asia, Burmese pythons now occupy wild and suburban areas of Florida in growing numbers.
- D** Visitors to the state of Florida can study populations of the Burmese python in many wild and suburban areas.

Part B

Which paragraph in the passage provides the **best** overall summary of the entire passage?

- A** paragraph 1
- B** paragraph 3
- C** paragraph 5
- D** paragraph 7

Lesson 3 Part 1: Introduction

Citing Evidence to Make Inferences

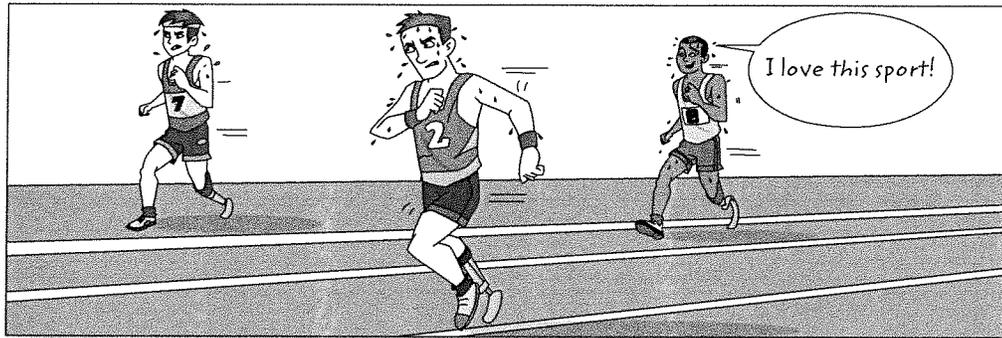
 **MS CCRS RI.7.1:** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Theme: *The Competitive Spirit*

When you **analyze** something, you examine its parts to see how they work together. For example, you might analyze how the parts of a bicycle work to help a person move forward.

Reading involves analyzing, too. When you analyze a text, you sometimes look at what the text says **explicitly**, or directly. “The crowd clapped and cheered wildly when the home team won” is an example of explicit information because you know what happened and why. Other times, though, you must make an inference to figure out what the text is really saying. An **inference** is a reasonable guess based on textual evidence and what you already know.

Find the slowest runner in the picture below. Is he sad about losing? How can you tell?



Circle details in the picture that support an inference that the runner isn’t sad about losing. Then complete the chart below to describe what details support this inference.

Text Evidence	+ Background Knowledge	Inference
<ul style="list-style-type: none"> The expression on the runner’s face is _____. This runner says _____. 	<p>A person who loves a sport also enjoys participating in it.</p>	<p>The runner is just happy to compete. Competing is more important to him than winning.</p>

To get the most out of your reading, you must analyze texts to understand what they say directly and make inferences about what they say indirectly. When you find evidence to make and support inferences, you’ll find you won’t get stuck as often trying to figure out what a text is saying—like when a bike is stuck in gear and can’t move forward.



Read the first three paragraphs of an article that showcases Michael Jordan.

Genre: Article

The Flu Game *by Maureen McBride*

Game 5 of the 1997 basketball playoffs should have been the game that the Chicago Bulls lost. It should, in fact, have marked the Utah Jazz's first NBA championship win. Michael Jordan, the Bulls' star player, had spent the previous 24 hours bedridden and dehydrated with what doctors had diagnosed as the stomach flu. He had lost weight and had missed two key days of practice leading up to the game. It was a recipe for disaster.

But three hours before the start of Game 5, the best player in the history of basketball suited up and appeared on the court.

Though Jordan was visibly weak in the first quarter, he had scored 17 points by the second, putting the Bulls ahead at half time. However, while Jordan spent the third quarter overcome by nausea and fatigue, Utah managed to reclaim the lead.

(continued)

Explore how to answer these questions: "What is Michael Jordan's attitude toward competition? What text evidence supports your idea?"

Michael Jordan's attitude is not stated, so you must use evidence in the text to infer what he thinks.

Look for evidence of Jordan's feelings about competition. One detail is shown in the chart below. Write another detail in column 1. Use this information to complete the inference in the last column.

Text Evidence	+ Background Knowledge	Inference
<ul style="list-style-type: none"> Jordan was diagnosed with the flu before Game 5. 	<ul style="list-style-type: none"> Jordan's team depended on him greatly. Playing sports while sick requires determination. 	<p>Michael believes that competition _____.</p>

What text evidence supports the inference that Michael Jordan is a fierce competitor? With a partner, find evidence in the article that supports your answer, and write it on the lines below.



Continue reading about Michael Jordan in “The Flu Game.” Use the Close Reading and the Hint to help you answer the question.

Close Reading

Which sentence best shows that Jordan is a talented player? Find and **underline** a sentence on this page showing this.

(continued from page 20)

“In the third quarter, I felt like I couldn’t catch my wind,” Jordan said. “I was just trying to get myself through it.”

In the fourth quarter, Jordan scored 18 more points. Then, with only 25 seconds left in the game, he scored a 3-point shot, and the Bulls beat the Jazz by only two points. At the end of the game, Jordan collapsed into the arms of his teammate Scottie Pippen.

“I almost played myself into passing out just to win a basketball game,” Jordan admitted later. “If we had lost, I would have been devastated.”

Hint

Look for the choice that shows Jordan’s talent, not his dedication or his luck.

Circle the correct answer.

Which sentence from the passage best supports the idea that Michael Jordan is a talented basketball player?

- A “In the third quarter, I felt like I couldn’t catch my wind,’ Jordan said. ‘I was just trying to get myself through it.’”
- B “In the fourth quarter, Jordan scored 18 more points.”
- C “Then, with only 25 seconds left in the game, he scored a 3-point shot, and the Bulls beat the Jazz by only two points.”
- D “I almost played myself into passing out just to win a basketball game,’ Jordan admitted later.”

Show Your Thinking

Michael Jordan is a dedicated basketball player. Find and write down a sentence from the passage that supports this statement. Then explain your answer.



With a partner, make an inference about why Michael Jordan collapsed into Scottie Pippen’s arms. Support your inference with evidence from the text and background knowledge.



Read the following historical account. Use the Study Buddy and the Close Reading to guide your reading.



Genre: Historical Account

Race to Reach the South Pole: Scott vs. Amundsen

by Alarik Fjelstad

As I read, I'll look for evidence that tells more about each explorer. Then I can make inferences about what each one was like.

Close Reading

What factors led to Scott's failure? **Underline** details from the text that show the kind of trouble he and his men ran into.

What did Amundsen have going for him that Scott did not? **Circle** details that show Amundsen's advantages.

- 1 In 1911, Englishman Robert Falcon Scott and Norwegian Roald Amundsen raced to reach the South Pole first. Scott, captain of the *Terra Nova*, had nearly made it to the South Pole seven years earlier. He was confident he would succeed this time. Scott publicly announced that he would be using the latest in technology: motor sleds. He recruited scientists, sailors, and even a paying guest who insisted on bringing ponies to the coldest place on Earth.
- 2 Amundsen worried that competitors might try to prevent his attempt to reach the South Pole. He refused to share his dream with anyone, including his shipmates. Amundsen finally told his men where they were going midway through the Atlantic. Though he told them they could quit, they decided to continue the journey with him. They were all veteran Arctic explorers trained to use skis and sled dogs. At this time, Amundsen sent Scott an unsettling telegram telling him he was on his way to Antarctica.
- 3 Both vessels landed in Antarctica in January of 1911, but Amundsen set up his base camp deep inland on ice, while Scott made camp at the shoreline. With expert planning, Amundsen and his crew arrived at the South Pole with sled dogs on December 15, 1911. Meanwhile, Scott's motor sleds failed to work in the minus 40 degree Celsius cold, and the ponies died and were eaten by Scott's crew. Scott arrived at the Pole 33 days after Amundsen and was shocked to find the Norwegian flag. Disillusioned and weak, Scott and his men died of starvation on the return trip, just 11 miles from their nearest supply station.



Hints

Which choice provides evidence that Amundsen was not very trusting?

Think about what finally happened to Scott and his men. Which choice explains their fate?

What did Amundsen have in his favor that Scott did not? Think about his shipmates and forms of transportation.

Use the Hints on this page to help you answer the questions.

1 A student makes the following inference about Captain Amundsen:

Amundsen was a very secretive person.

Which sentence from the text best supports this inference?

- A** "... Admundsen set up his base camp deep inland on ice, while Scott made camp at the shoreline."
- B** "Admundsen finally told his men where they were going midway through the Atlantic."
- C** "At this time, Amundsen sent Scott an unsettling telegram telling him he was on his way to Antarctica. "
- D** "Scott arrived at the Pole 33 days after Amundsen and was shocked to find the Norwegian flag."

2 Based on the text, which of the following statements explains why Scott and his men were unsuccessful?

- A** Scott and his men were not truly prepared for the trip's hardships.
- B** Scott planned to use outdated technology on the trip.
- C** The English expedition camped at the shoreline instead of inland.
- D** They were unfamiliar with the challenge of Arctic exploration.

3 Explain why Amundsen succeeded. Include at least two details from the text that support your inference about what led to his success.



Read this excerpt from a back-to-school speech. Then answer the questions that follow.

from “The President’s Speech to Students”

by President Barack Obama

1 You’re this country’s future. You’re young leaders. And whether we fall behind or race ahead as a nation is going to depend in large part on you. So I want to talk to you a little bit about meeting that responsibility.

2 It starts, obviously, with being the best student that you can be. Now, that doesn’t always mean that you have to have a perfect score on every assignment. It doesn’t mean that you’ve got to get straight As all the time—although that’s not a bad goal to have. It means that you have to stay at it. You have to be determined and you have to persevere. It means you’ve got to work as hard as you know how to work. And it means that you’ve got to take some risks once in a while. You can’t avoid the class that you think might be hard because you’re worried about getting the best grade if that’s a subject that you think you need to prepare you for your future. You’ve got to wonder. You’ve got to question. You’ve got to explore. And every once in a while, you need to color outside of the lines.

3 That’s what school is for: discovering new passions, acquiring new skills, making use of this incredible time that you have to prepare yourself and give yourself the skills that you’re going to need to pursue the kind of careers that you want. And that’s why when you’re still a student you can explore a wide range of possibilities. One hour you can be an artist; the next, an author; the next, a scientist, or a historian, or a carpenter. This is the time where you can try out new interests and test new ideas. And the more you do, the sooner you’ll figure out what makes you come alive, what stirs you, what makes you excited—the career that you want to pursue. . . .

4 So that’s a big part of your responsibility, to test things out. Take risks. Try new things. Work hard. Don’t be embarrassed if you’re not good at something right away. You’re not supposed to be good at everything right away. That’s why you’re in school. The idea, though, is that you keep on expanding your horizons and your sense of possibility. Now is the time for you to do that. And those are also, by the way, the things that will make school more fun.

5 Down the road, those will be the traits that will help you succeed, as well—the traits that will lead you to invent a device that makes an iPad look like a stone tablet. Or what will help you figure out a way to use the sun and the wind to power a city and give us new energy sources that are less polluting. Or maybe you’ll write the next great American novel. . . .

6 But I also want to emphasize this: With all the challenges that our country is facing right now, we don’t just need you for the future; we actually need you now. America needs young people’s passion and their ideas. We need your energy right now. I know you’re up to it because I’ve seen it. Nothing inspires me more than knowing that young people all across the country are already making their marks. They’re not waiting. They’re making a difference now. . . .



7 There are students like Will Kim from Fremont, California, who launched a nonprofit that gives loans to students from low-income schools who want to start their own business. Think about that. So he's giving loans to other students. He set up a not-for-profit. He's raising the money doing what he loves—through dodgeball tournaments and capture-the-flag games. But he's creative. He took initiative. And now he's helping other young people be able to afford the schooling that they need....

8 The point is you don't have to wait to make a difference. Your first obligation is to do well in school. Your first obligation is to make sure that you're preparing yourself for college and career. But you can also start making your mark right now. A lot of times young people may have better ideas than us old people do anyway. We just need those ideas out in the open, in and out of the classroom....

9 When I meet young people like yourselves, when I sit and talk to [a student at this school], I have no doubt that America's best days are still ahead of us, because I know the potential that lies in each of you. Soon enough, you will be the ones leading our businesses and leading our government. You will be the one who are making sure that the next generation gets what they need to succeed. You will be the ones that are charting the course of our unwritten history. And all that starts right now—starts this year....

1

Which of these statements is **not** supported by the remarks made in President Obama's speech?

- A** Work hard in school and try out new possibilities.
- B** While in school, acquire a variety of skills and interests.
- C** Figure out different ways to become energetic leaders.
- D** Explore a wide range of ideas and career options.



2 This question has two parts. Answer Part A, and then answer Part B.

Part A

What is President Obama’s opinion about students as it is expressed in the speech?

- A They should focus on getting good grades.
- B They should focus on one subject or goal.
- C They should take responsibility for their futures.
- D They should help older people make decisions.

Part B

Underline one sentence from the passage that **best** supports the answer in Part A.

That’s what school is for: discovering new passions, acquiring new skills, making use of this incredible time that you have to prepare yourself and give yourself the skills that you’re going to need to pursue the kind of careers that you want. And that’s why when you’re still a student you can explore a wide range of possibilities. One hour you can be an artist; the next, an author; the next, a scientist, or a historian, or a carpenter. This is the time where you can try out new interests and test new ideas. And the more you do, the sooner you’ll figure out what makes you come alive, what stirs you, what makes you excited. . . .

3 Read the statement below, and then answer the question that follows it.

President Obama believes that creativity is a valuable trait for people to have.

Explain how you can tell that the above statement is true. Write a paragraph responding to this question. Use at least two details from the passage to support your response.

Self Check Go back and see what you can check off on the Self Check on page 2.

Lesson 4 Part 1: Introduction

Analyzing Interactions in a Text

MS CCRS RI.7.3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

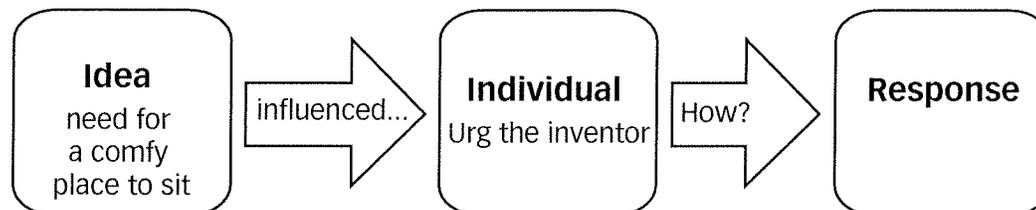
Theme: *Inventors and Inventions*

Why does an individual invent something new? Is it a response to a question, a dream, or a need? Most often, different factors work in combination to **influence**, or affect, the inventor.

Consider the events in the cartoon below. What effect does Ogg's complaint have on his wife, Urg? What is her response? How do these factors result in a new invention?



Complete the chart below to show how the different factors in the cartoon are related.



The cartoon shows that a single idea influenced Urg, which led to her response. In contrast, consider an invention as complicated as the airplane. *Many* individuals, events, and ideas influenced the Wright brothers' thinking and responses over the years. Ultimately, their invention was the result of a series of **interactions**, or the direct effects the factors had on one another. With your classmates, brainstorm the different factors that might have interacted to result in the invention of the airplane.

Throughout history, important outcomes result from the interactions among individuals, events, and ideas, and informational texts often explore these relationships. As a good reader, analyze the interactions carefully. Note how they shape the course and development of later events and ideas as well as the choices individuals make.



Read the first paragraphs of the historical account about the photographer Eadweard Muybridge.

Genre: Historical Account

Flying Horses by Cynthia Hernandez

Do horses fly? Intelligent, well-educated people were still asking this question at the end of the nineteenth century. Although the age of believing in winged horses had long since passed, people still wondered if a horse ever lifted all four hooves off the ground at the same time. If someone could prove that a horse's hooves left the ground, then the answer would indicate that, yes, in a sense, horses do fly! Eadweard Muybridge, photographer and adventurer, put an end to years of speculation. Through the use of a new technology, photography, he laid the question to rest at last.

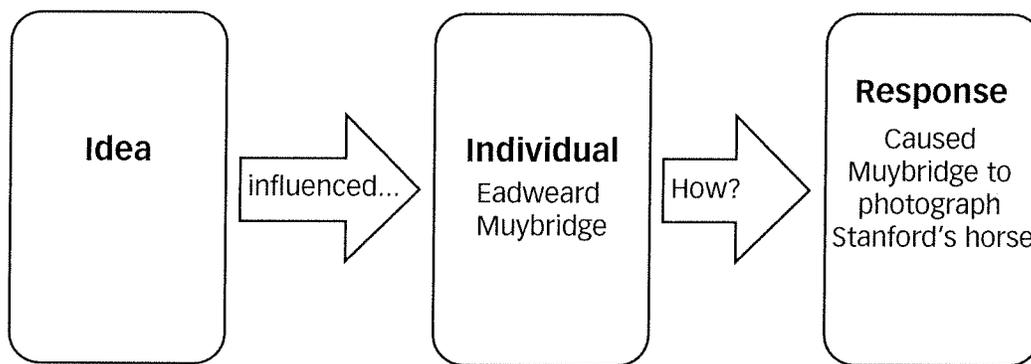
In 1872, Muybridge was working as a photographer in San Francisco when Leland Stanford, former California governor, hired Muybridge to photograph his racehorse. Stanford wanted to know if all four hooves of a trotting horse actually leave the ground, even for an instant. Muybridge rapidly hatched a plan. Unfortunately, his early efforts were unsuccessful.

(continued)

Explore how to answer this question: "What people, events, and ideas led to Muybridge's plan to photograph a horse?"

Think of the way the question about horses influenced Muybridge's actions.

Fill in the chart below with the idea that led to Muybridge's response.



How did people, events, and ideas influence Muybridge's plan? On the lines below, explain the interaction among the factors. Support your ideas with evidence from the text.



Close Reading

How did Muybridge's ideas about photography and cameras help him figure out how horses moved? **Underline** the sentence that explains what his high-speed photographs revealed.

Hint

Which answer choice best describes the images caught by the cameras?

Continue reading about Eadweard Muybridge. Use the Close Reading and the Hint to help you answer the question.

(continued from page 28)

After several attempts, Muybridge finally succeeded in getting the proof Stanford needed. Muybridge set up a series of cameras in a line down the side of a horse track. As the horse passed by, its hooves snapped wires stretched across the track, which activated the camera shutters. A series of high-speed photographs resulted.

The results amazed the public. The photographs showed clearly that a trotting horse had all four hooves off the ground at the same time. The pictures were a sensation, and Muybridge became an international figure. His successful camera techniques led him to photograph other animal movements too fast for people to see.

Circle the correct answer.

Which sentence from the text best explains why the evidence provided by Muybridge changed the public's thinking about horses?

- A "Stanford wanted to know if all four hooves of a trotting horse actually leave the ground, even for an instant."
- B "Muybridge set up a series of cameras in a line down the side of a horse track."
- C "The photographs showed clearly that a trotting horse had all four hooves off the ground at the same time."
- D "His successful camera techniques led him to photograph other animal movements too fast for people to see."

Show Your Thinking

Explain why the answer you chose illustrates the effect that Muybridge's photographs had on people's ideas about horses.



With a partner, discuss how Muybridge's knowledge about the new technology of photography influenced events in his life as well as the thoughts and actions of others.



Read the historical account. Use the Study Buddy and the Close Reading to guide your reading.



Genre: Historical Account

Eli Whitney and the Cotton Gin

by Timothy Morris

I wonder how changes in England affected Eli Whitney in America. I'll have to read carefully to figure out how the interactions between events and ideas resulted in his response.

Close Reading

Why couldn't Southern states make money by growing cotton in 1792? **Underline** the sentence explaining the problem Whitney hoped to solve.

Underline clues in the text that show how Whitney's invention changed life in the South.

- 1 In the late 1700s, England was hungry for cotton. Until this time, women and girls of the family generally did the spinning and weaving. Then improvements were made to the spinning wheel and loom, making them faster and more efficient. As a result, the process became mechanized, and new textile mills opened to meet the growing demand for cotton cloth.
- 2 In America in 1792, Eli Whitney recognized that the mechanization of the cloth-making process meant a greater demand for cotton. Cotton grew easily in the Southern states, but the cotton bolls contained numerous small seeds that were difficult and time-consuming to remove by hand. Unless a more efficient way could be found to separate the seeds from the bolls, there was little money to be made in growing cotton.
- 3 As a young man, Eli Whitney liked figuring out things. He studied machines and often found ways to improve them. Whitney began to think about the problem of removing seeds from cotton and decided that a machine could be built to do the job efficiently.
- 4 The machine Whitney designed was simple, but it worked like a charm. Cotton was fed into a machine with short wire teeth on a revolving cylinder. The thin cotton fibers were pulled through, leaving the seeds behind. Now, a single machine was capable of cleaning and processing up to fifty pounds of raw cotton daily.
- 5 The invention of the cotton gin brought about many changes. The most significant effect was that, at long last, growing cotton could be profitable. Cotton plantations sprang up in the South where once empty fields stood, and textile mills opened to make cloth. Thanks to Whitney's invention, the world was never the same again. Just as mechanization revolutionized life in England, the cotton gin gave the American South a new industry to call its own.



Hints

Which choice explains the problem that the cotton gin was invented to overcome?

Which choice shows the effect that the cotton gin had on history?

How did Eli Whitney's cotton gin change people's ideas about growing cotton? What other changes came about as a result of the invention of the cotton gin?

Use the Hints on this page to help you answer the questions.

- 1 In America in 1792, growing cotton was not profitable. Which sentence from the text describes the problem as Eli Whitney understood it?
 - A "... women and girls of the family generally did the spinning and weaving."
 - B "... the process became mechanized, and new textile mills opened to meet the growing demand for cotton cloth."
 - C "... the cotton bolls contained numerous small seeds that were difficult and time-consuming to remove by hand."
 - D "... a single machine was capable of cleaning and processing up to fifty pounds of raw cotton daily."

- 2 Based on evidence from the text, which statement best describes how the invention of the cotton gin influenced later events?
 - A Eli Whitney made huge profits from the sale of cotton gins and became famous.
 - B The easy removal of cotton seeds from cotton made life better for the workers.
 - C Spinning wheels were no longer used due to the increase in cotton production.
 - D The cotton gin led to the growth of cotton plantations and the textile industry.

- 3 The passage tells how the mechanization of cloth-making in England led to changes in America. Explain how the interactions between people, events, and ideas gave rise to a new industry in the South. Support your answer with at least two details from the text.



Read the biography. Then answer the questions that follow.

Extraordinary People: Tim Berners-Lee

from HowStuffWorks online

1 Most people know that Thomas Edison invented the light bulb and that Alexander Graham Bell invented the telephone. But have you ever heard of Tim Berners-Lee?

2 Probably not, yet the work of Berners-Lee, the inventor of the World Wide Web, may have the most profound impact of all. Why is his name unknown to most of the world? The answer lies in the type of life he has chosen to lead and the role he has chosen to play in helping to guide this emerging technology.

3 If you were in a time machine and could travel back to 1960s London, you might find young Tim Berners-Lee busily constructing make-believe computers out of cardboard boxes or playing mathematical games with his parents at their kitchen table. Tim is fascinated by the world around him. His natural curiosity attracts him to a dusty Victorian-era encyclopedia he finds in his house; its mysterious title, *Enquire Within Upon Everything*, will stay with him for years to come.

4 Fast-forward to 2001. Over 250 million people are using the Internet, a system virtually unheard of 10 years earlier, and Tim Berners-Lee is largely responsible. How could one person make it all happen?

5 For some clues, let's go back to Tim's early adulthood. Tim was especially interested in two things: computers and how the human brain organizes and links information. He wondered how the mind can almost randomly connect so many different facts. For instance, how can a song or a scent mentally link or even transport someone to another time and place? Tim was so fascinated by computers that, before graduating from the University of Oxford, he built his very first one from a kit using a television and an early microprocessor.

6 In 1980, after graduating with a degree in physics, Tim went to work as a software engineer for an organization in Geneva, Switzerland. His job required a lot of research. He communicated with people all over the world and he was constantly answering the same questions over and over. He was frustrated by how poorly his mind could remember all of the reports and data he needed. He wished there were a way other people could simply access his data and he could access theirs via computer no matter where they were located.

7 Tim wrote a software program to help him keep track of important documents and, using a series of links (hypertext), he connected them together much like an index does in a book. He named the program Enquire after the book he loved as a child. In its original form, Enquire was capable of storing information and connecting documents electronically, but it could only access information on a single computer.

8 In 1989, Tim took a giant step towards his vision of a global system where documents could be linked via hypertext to the Internet, allowing people worldwide to easily share and link information. After much thought, he called his project the World Wide Web. Many people thought that connecting documents stored in individual computers around the world was impossible.

9 And even if it were possible, few of his fellow scientists thought it would ever become popular.



10 Tim was not discouraged. Working with a few colleagues who supported his vision, he developed the four critical foundations of the Web: The language for coding documents (HTML); the hypertext system for linking documents (HTTP); the system for locating documents on the Web (URL); the first graphical user interface (Internet browser). In 1991, the Web was launched and almost immediately, the Internet took off.

11 Although he has had many opportunities to do so, Tim has not profited from his creation. . . . [He] works for a non-profit organization located at M.I.T., a leading engineering university. Married with two children, Tim leads a good life, one that is full of professional challenges. He is pleased with the road he chose to follow. Today, he helps set standards and guides the Web's future, so he can be assured that it will remain open to all and not be splintered into many parts or dominated by one corporation. However, like Einstein, who was concerned with his role in the development of nuclear power, Tim believes that technology can be used for good or for evil. "At the end of the day," Tim says, "it is up to us: how we actually react, and how we teach our children, and the values we instill." To this day, Tim Berners-Lee works hard to see that the technology he invented remains accessible to all people around the globe. That, rather than instant wealth, is his reward.

1 This question has two parts. Answer Part A, and then answer Part B.

Part A

Based on the passage, which of Tim's early experiences **best** illustrates the need for a World Wide Web?

- A** He graduated with a degree in physics in 1980.
- B** His job as a software engineer was located in Geneva, Switzerland.
- C** While at college, he was very interested in computers.
- D** He became frustrated because he could not remember needed data.

Part B

Which sentence from the passage supports the answer in Part A?

- A** "Tim was especially interested in two things: computers and how the human brain organizes and links information."
- B** "Tim was so fascinated by computers that, before graduating from the University of Oxford, he built his very first one from a kit using a television and an early microprocessor."
- C** "He wished there were a way other people could simply access his data and he could access theirs via computer no matter where they were located."
- D** "Tim wrote a software program to help him keep track of important documents and, using a series of links (hypertext), he connected them together much like an index does in a book."



- 2 Tim Berners-Lee imagined a system in which information could be exchanged between computers. How did this idea influence his life's work?
- A It triggered his interest in building personal computers.
 - B It inspired him to develop the World Wide Web.
 - C It became the first step in building his own microprocessor.
 - D It encouraged him to publicly popularize his links to Enquire.

3 Based on the biography, explain how Tim Berners-Lee's early childhood interests influenced the path he chose as an adult. Use at least **two** details from the text to support your answer.

4 Read these sentences from paragraph 5 of the biography.

He wondered how the mind can almost randomly connect so many different facts. For instance, how can a song or a scent mentally link or even transport someone to another time and place?

Describe what influence this idea had on Tim Berners-Lee's approach to writing new programs that operate computers. Use at least **two** details from the biography to support your answer.



Self Check *Go back and see what you can check off on the Self Check on page 2.*

Lesson 11

Using Context Clues

MS CCRS L.7.4a: Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.



Introduction

When you come across an unfamiliar word, look for **context clues**— nearby words that hint at the meaning of the word. Study these four types of context clues.

Context Clue	Signal Words	Example
	<i>or, in other words, that is to say</i>	Women's rights <u>advocates</u> met in Seneca Falls, New York, in 1848.
	<i>like, such as, for example, for instance</i>	Leaders often faced fierce <u>opposition</u> .
	<i>as a result of, because, and thanks to</i>	women <u>secured</u> the right to vote in 1920.
	<i>also, like, as well, but, yet, however, although</i>	<u>Proponents</u> of women's rights, are committed to their beliefs.

Other clues to a word's meaning are the word's position in the sentence and its part of speech.

- Below, the position of *cause* after *can* shows it is a verb, "to make something happen."

Stirring speeches can cause people to change their minds about an issue.

- Below, the position of *cause* after *the* shows it is a noun, meaning "a goal or issue."

Elizabeth Cady Stanton dedicated herself to the cause of women's rights.



Guided Practice

Underline a context clue that helps you understand each underlined word. Draw a line from the clue to the word. With a partner, identify each type of clue you used.

Until 1920, suffrage, or the right to vote, was denied to women.

When you come across an unfamiliar word in a sentence, don't just look in the same sentence for clues. Also look in sentences that come before and after the word.

Some prominent figures supported the cause. For example, the famous reformer Frederick Douglass spoke out for women's rights. Many small meetings took place, but a convention held in Seneca Falls in 1848 helped the movement grow. Thanks to their persistence, women won the right to vote more than seventy years later.



For numbers 1–4, use context clues to figure out the meaning of each underlined word.

Women’s suffrage organizations faced determined resistance from groups who argued that a woman’s place was in the home, not in the political arena. Plenty of women strongly agreed that they deserved more rights. Yet many of them still deplored the idea of women having a voice in the government.

1 What does the word resistance mean in the paragraph?

- A** opposition
- B** agreement
- C** questions
- D** approval

2 Which words provide a clue to the meaning of resistance?

- A** “in the political arena”
- B** “in the home”
- C** “groups who argued”
- D** “in the government”

3 What does the word deplored mean in the paragraph?

- A** failed to understand
- B** disapproved of
- C** agreed with
- D** investigated

4 Which words provide a **contrast** clue to the meaning of deplored?

- A** “Plenty of women”
- B** “strongly agreed”
- C** “deserved more rights”
- D** “having a voice”

Lesson 12

Greek and Latin Word Parts

MS CCRS L.7.4b: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent*, *bellicose*, *rebel*).



Introduction

Many English words have Greek and Latin roots and affixes.

- A **root** is a word part that contains the core meaning of the word. In the word *science*, for example, the root *sci* means “knowledge.”

Root	Meaning	Root	Meaning
	“war”		“bend”
	“draw, pull”		“knowledge”
	“water”		“shape, form”

- An **affix** is a word part added to a root. Affixes include **prefixes**, which come before the root, and **suffixes**, which come after the root.

Prefix	Meaning	Suffix	Meaning
	“do the opposite”		“characterized by”
	“again, anew”		“inclined to”
	“with”		“capable of, tending”



Guided Practice

Read the passage. Circle the roots in the underlined words. On a separate piece of paper, write the meanings of the word parts and define the word.

A root’s meaning will sometimes not fit well with the definition of the word. You’ll need to make an inference (an educated guess) to see the connection between the root and the meaning.

My dog Sam has a belligerent personality. The moment he becomes conscious of a cat, he gives chase. No matter what I do to distract him, nothing works. The problem is intractable.

One day, Sam approached a stray cat, which raised its spiky fur, bared its teeth, and took off after him. Sam returned later, dehydrated, hot, and humble. But did Sam reform his behavior? No! My dog is just too inflexible to change his habits.



For numbers 1–4, read each sentence. Then answer the question.

- 1** When I bring Sam his leash for a walk, his response is effusive.

The prefix *ef-* means “out,” and the root *fus* means “pour.” What is the meaning of effusive as it is used in the sentence?

- A** showing quiet pleasure
- B** showing great enthusiasm
- C** showing boredom and weariness
- D** showing confusion

- 2** Being a quadruped, Sam is often frustrated by my slow pace.

The prefix *quadr-* means “four,” and the root *ped* means “foot.” What is the meaning of quadruped as it is used in the sentence?

- A** a four-foot-long animal
- B** a four-footed animal
- C** a four-speed bicycle
- D** a four-wheeled scooter

- 3** When we turn toward home, Sam reacts badly to the brevity of our outing.

The root *brev* means “brief,” and the suffix *-ity* means “degree.” What is the meaning of brevity as it is used in the sentence?

- A** slowness
- B** suddenness
- C** shortness
- D** frequency

- 4** He sits down on the sidewalk and is tenacious about staying there.

The root *ten* means “hold,” and the suffix *-ious* means “characterized by.” What is the meaning of tenacious as it is used in the sentence?

- A** happy and content
- B** full of rage
- C** unable to move
- D** unwilling to give in