



950L Inferences Name: _____ Date: _____

Banksy: Renowned Graffiti Artist



1. Who is Banksy? That's a question millions of people want to know the answer to. Although the anonymous street artist's identity continues to remain an anomaly, there is quite a bit we can tell you about him (or her).


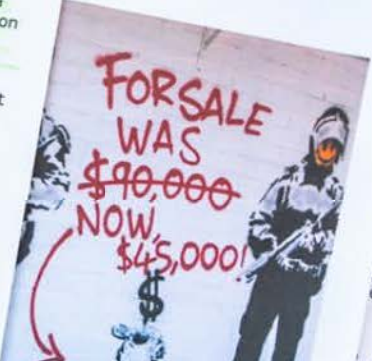
2. What we do know about Banksy is that they're a British street and graffiti artist. **He prefers to remain anonymous and not let the public know his identity.** He displays his artwork in high visibility public places such as on buildings or train stations. **His drawings are usually about politics, war, and other meaningful, substantial topics.** Somehow, he's managed to remain anonymous after twenty years of involvement with the graffiti scene.

3. Banksy entered the graffiti scene in Bristol, a city in England. At first, he spent time with a graffiti crew by the name of DryBreadz, or BDZ. Soon after, he partnered with a

notable graffiti artist, Inkie. His freehand graffiti was noticed in 1993. **When he was 18, police nearly caught him vandalizing a public space.** As his crew fled from the scene, Banksy was stuck hiding under a garbage truck. He saw stenciled letters on the truck, which gave him the idea to begin using stencils to make the graffiti process faster.

4. The most common type of street art Banksy uses are stencils, which are often These stencils are commonly combined with other media sources, such as spray paint. He also includes anything found in other already-existing objects. **His artwork is often satirical, or sarcastic.** He combines dark humor with graffiti to get his message across. His painting style and subjects of his work have become recognizable. Images including rats and policemen convey his anti-authoritarian

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WHAT'S INSIDE?

INFERENCES & EXPLICIT DETAILS

7th & 8th grade

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*This product includes 12 Lexile® leveled stories in the 7th and 8th Grade Common Core Text Complexity Band (the range for 7th and 8th grade is 925-1185).

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3. Banksy: Renowned Graffiti Artist- 950L
4. Refugees and IDPs- 960L
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PRINTABLE AND DIGITAL VERSIONS

PDFs covering the 7th and 8th grade text complexity band with Certified Lexile Levels.

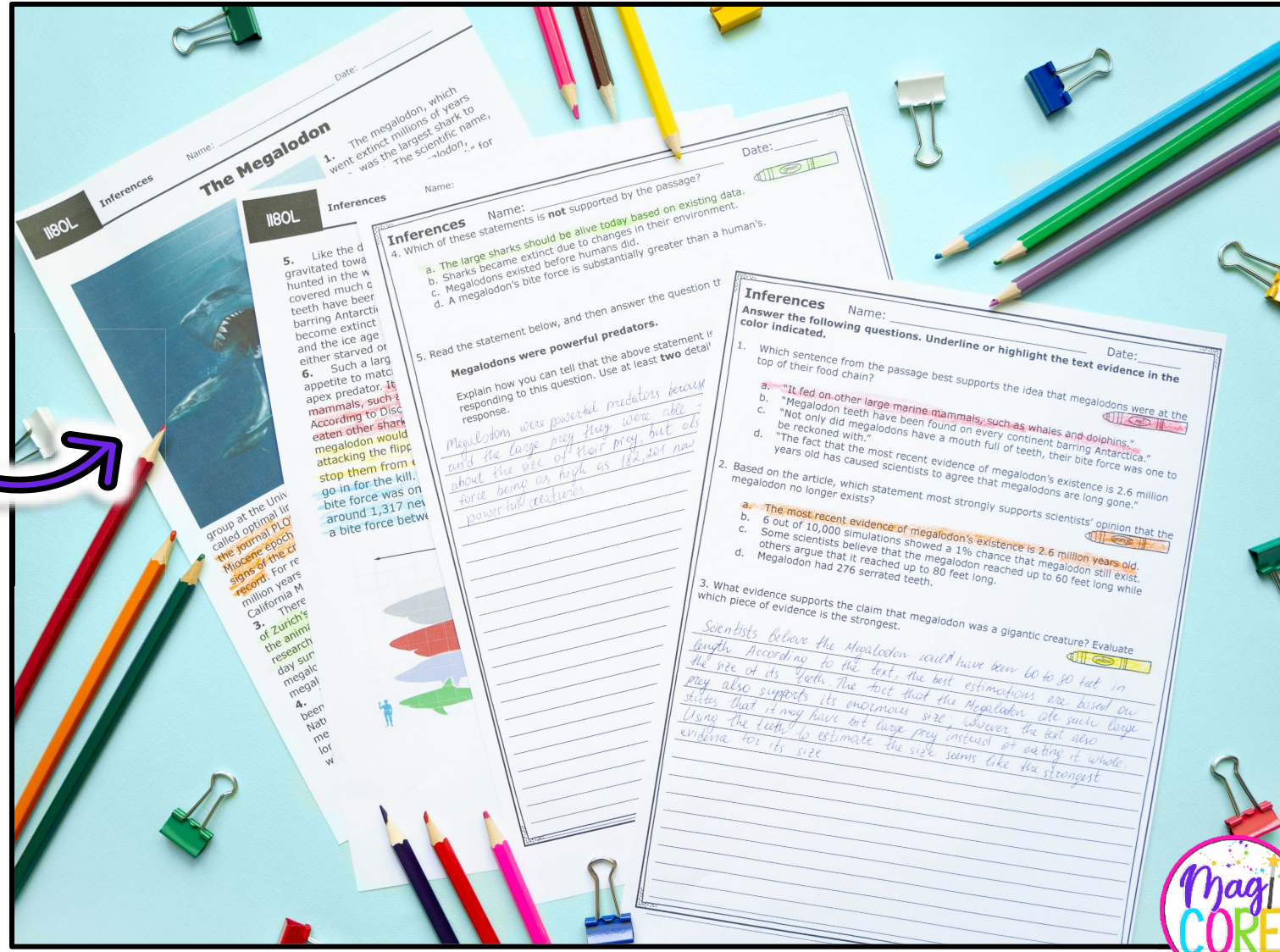
- Anchor chart and question sets
- Color coding to encourage students to use text evidence
- AND two assessments on nonfiction reading passages

Printable &
Digital Versions
Included



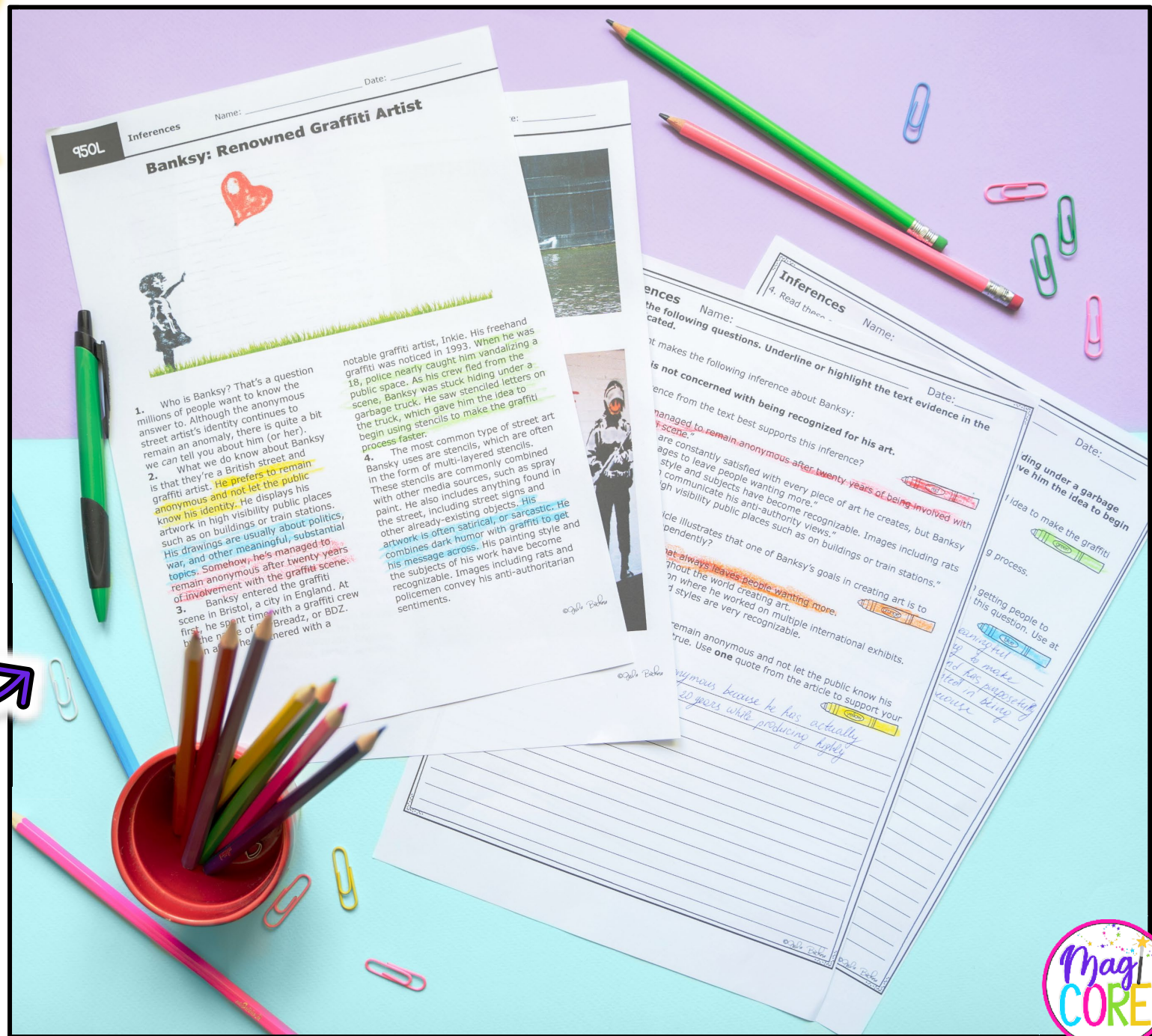
12 NONFICTION PASSAGES

- Learn in color! Visual cues reinforce text evidence.
- Teachers can quickly check student work.
- Variety of structures to spark comprehension AND curiosity.
- Dive into interesting and engaging informational texts.



QUESTIONS

- Skill-focused, scaffolded questions
- Multiple choice and short answer
- Preps students for state testing
- Rigorous and research-based approach to questioning



ANCHOR CHART

- Anchor chart breaking down central idea
- Practice passage and warmup activity sheet
- Use to introduce the skill
- Students reference throughout the unit
- Use in student journal as a reference



Cite Evidence to Make Inferences

Readers **analyze**, or think deeply about, the text. They look at what the text says **explicitly** and **cite**, or quote, the evidence. Readers also use what the text states and their background knowledge to make **inferences** and draw conclusions.

TYPE OF TEXT	POSSIBLE INFERENCES
biography/autobiography	person's actions, events, and the theme
informational text	causes of events, effects of events, and problems and solutions
persuasive text	what the author wants me to think, feel, or believe

To make inferences, ask your self:

- What information is missing from the text?
- How does my background knowledge and personal experiences help me answer this question?

Read the text below, and then fill out the chart.

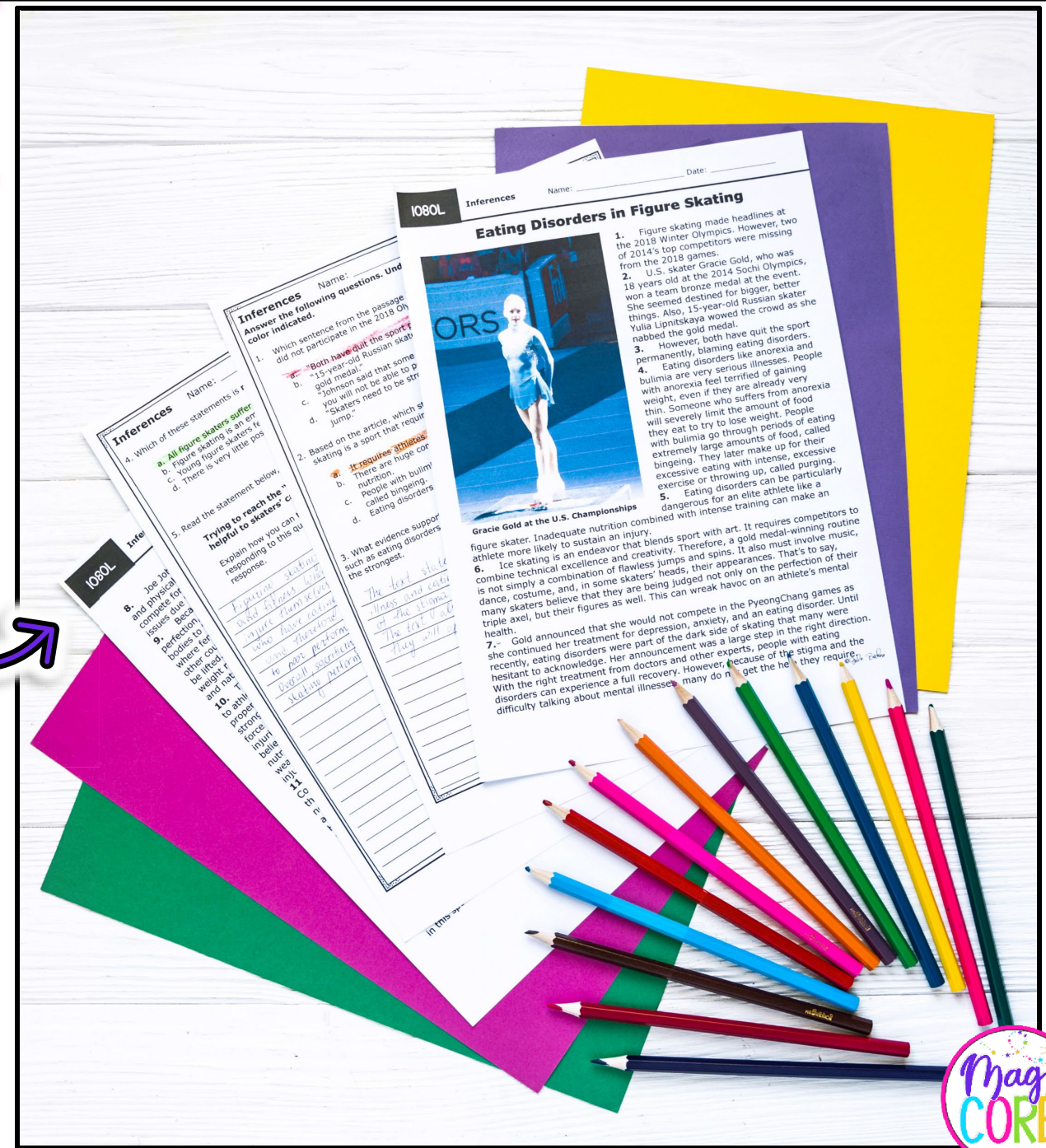
Artist Christine Sun Kim became the first Asian American Deaf woman to sign the national anthem at one of the world's most-watched TV events. She was invited by the National Association for the Deaf (NAD) and the National Football League.

Although Kim's invitation was initially exciting to many, some people in the Deaf community were disappointed that Kim only got a few seconds of airtime. The camera pulled away from her mid-song during both songs she signed. Kim was also frustrated by this, and she wrote about it in an op-ed for The New York Times. Kim uses art as a vessel to express the frustration she deals with as living with deafness in a world created for hearing people. She's created a series of charcoal diagrams called "Deaf Page," and her current work, "Off the Charts" is on display at MIT.

QUOTE FROM TEXT	+	WHAT I KNOW	=	INFERENCE
"Christine Sun Kim became the first Asian American Deaf woman to sign the national anthem at one of the world's most-watched TV events"	+	The Superbowl is one of the worlds most watched TV events	=	Christine Sun Kim signed during the Superbowl
Her current work, "Off the Charts" is on display at MIT	+	MIT is a prestigious school	=	Christine Sun Kim is a successful artist.

ASSESSMENTS

- Same format as practice
- Two tests with different Lexile levels
- Color-coding
- Follows best practices for standardized assessments




WHY IT WORKS

- Certified Lexile measures
- High - interest texts to motivate readers
- Cross - curricular topics
- Scaffold approach will help your students meet grade level expectations.
- Classroom tested! Trusted by over 1,000 teachers... and counting!... To help students grow their reading skills

1180L Inferences Name: _____ Date: _____

The Megalodon



1. The megalodon, which went extinct millions of years ago, was the largest shark to ever exist. The scientific name, *Carcharocles megalodon*, translates to "giant tooth" for good reason: Its massive teeth are almost three times larger than a modern great white shark's. The megalodon's fossilized bones and teeth have granted scientists a good indication of what the behemoth was like before it became extinct.

2. Although scientists have attempted to pinpoint exactly when the megalodon went extinct, they've found it difficult due to an incomplete fossil record. In 2014, a research group at the University of Zurich studied megalodon fossils employing a technique called optimal linear estimation to determine their age. Their findings, published in the journal PLOS ONE, assert that the majority of fossils date back to the middle Miocene epoch to the Pliocene epoch (15.9 million to 2.6 million years ago). All signs of the creature's existence ended 2.6 million years ago in the current fossil record. For reference, the earliest *Homo sapiens* ancestors emerged only 2.5 million years, during the Pleistocene epoch, according to the University of California Museum of Paleontology.

3. There is hope for megalodon enthusiasts, however. A very small percentage of Zurich's study data -- 6 out of 10,000 simulations -- showed a 1% chance that the animal could still be alive. That chance seems relatively unlikely, and the researchers reported in their study that they rejected "popular claims of present-day survival of *C. megalodon*." The fact that the most recent evidence of megalodon's existence is 2.6 million years old has caused scientists to agree that megalodons are long gone.

4. The megalodon was undoubtedly a gigantic creature, but it may not have been as big as some claim. Scientists disagree about their size--some, such as the Natural History Museum (NHM) in London, say based on the size of their teeth, megalodons could have reached up to 60 feet long. Others think that about 80 feet long is more likely, according to Encyclopedia Britannica. To compare, today's great white sharks reach up to 20 feet long while the whale shark reaches 32 feet.

Inferences Name: _____ Date: _____

4. Which of these statements is **not** supported by the passage?

a. The large sharks should be alive today based on existing data.

Inferences Name: _____ Date: _____

Answer the following questions. Underline or highlight the text evidence in the color indicated.

5. F

1. Which sentence from the passage best supports the idea that megalodons were at the top of their food chain? (1) (2) (3) (4)

a. "It fed on other large marine mammals, such as whales and dolphins."
b. "Megalodon teeth have been found on every continent barring Antarctica."
c. "Not only did megalodons have a mouth full of teeth, their bite force was one to be reckoned with."
d. "The fact that the most recent evidence of megalodon's existence is 2.6 million years old has caused scientists to agree that megalodons are long gone."

2. Based on the article, which statement most strongly supports scientists' opinion that the megalodon no longer exists? (1) (2) (3) (4)

a. "The most recent evidence of megalodon's existence is 2.6 million years old."
b. "6 out of 10,000 simulations showed a 1% chance that megalodon still exist."
c. "Some scientists believe that the megalodon reached up to 60 feet long while others argue that it reached up to 80 feet long."
d. "Megalodon had 276 serrated teeth."

3. What evidence supports the claim that megalodon was a gigantic creature? Evaluate which piece of evidence is the strongest. (1) (2) (3) (4)

Scientists believe the megalodon could have been 60 to 80 feet in length. According to the text, the best estimations are based on the size of its teeth. The fact that the megalodon ate such large prey also supports its enormous size. However, the text also states that it may have eaten large prey instead of eating it whole. Using the teeth to estimate the size seems like the strongest evidence for its size.

ALIGNS TO SCIENCE OF READING

Research shows that wide reading has the biggest impact on student reading progress.

Our passages provide that essential variety of fiction structures and topics.

Students need scaffolded instruction to access grade level texts. Without it, students are not exposed to linguistic and textural features, putting them further behind.

Our texts help students grow full-steam ahead. With certified Lexile levels in the Common Core text complexity band, students will 100% engage with appropriate text and sentence structures, vocabulary, and more. Plus, every passage provides teachers with opportunities to scaffold instruction.

Fun fact! From 2nd grade on, students make greater reading gains when taught from texts that are as much as two grade levels above their "instructional" reading level.

Lead the way! Our texts are leveled to master grade-level expectations and set students up for success.

CERTIFIED LEXILE PARTNER

MagCore is a certified Lexile® Partner. These texts are officially measured and approved by Lexile and MetaMetrics® to ensure appropriate rigor and differentiation for students.

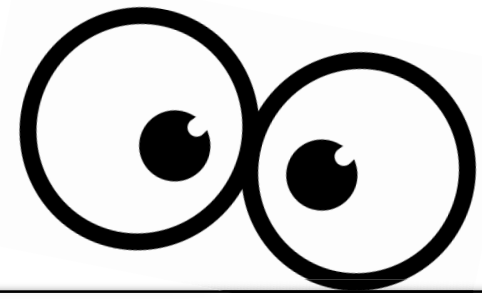
The Lexile Framework® for Reading measures are scientific, quantitative text levels. When the Lexile of a text is measured, specific, measurable attributes of the text are considered, including, but not limited to, word frequency, sentence length, and text cohesion. These are difficult attributes for humans to evaluate, so a computer measures them.

Common Core State Standards uses Lexile level bands as one measure of text complexity. Text complexity ranges ensure that students are college and career ready by the end of 12th grade. Lexile measures help educators scaffold and differentiate instruction, as well as monitor reading growth.

Grade Band	Lexile® Bands Aligned to Common Core Expectations
K-1	
2-3	N/A
4-5	420L-820L
6-8	740L-1010L
	925L-185L

Keep in mind when using any leveled text that many students will need support to reach text at the high end of their grade band. The expectation that scaffolding will occur with appropriate. "It is important to recognize that scaffolding built into the Standards' grade-by-grade text complexity expectations should be toward decreasing scaffolding as students gain independence both within and across the text complexity bands."

CHECK THIS OUT TOO!



120L

Inferences

Name: _____ Date: _____

Online Shopping and the Environment

1. A peek outside the bus window on the way home from school can serve as a subtle reminder that the presence of online shopping is ever-increasing. It's hard to take a five-minute drive without passing a delivery vehicle.



2. In 2018, an estimated 1.8 billion consumers worldwide bought goods online. This generated a total e-retail revenue of \$2.8

trillion. By 2021, that figure is expected to reach \$4.8 trillion. At this point, it's unclear what effect all this online shopping is having on the environment.

3. Logically, one delivery to multiple homes would be better for the environment than several cars or buses going to multiple shops. However, it turns out that it's not quite that simple.



4. Journalist and author Fred Pearce took a look at how online shopping impacts the environment. He found that the potential benefits of shopping online were offset by a big change in consumer behavior. For instance, when items have to be redelivered or returned, the environmental footprint increases. This is a surprisingly large issue, as a study in Germany revealed that one in three

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Inferences

Name: _____ Date: _____

Answer the following questions. **Underline or highlight the text evidence in the color indicated.**

1. A student makes the following inference about Volta trucks:

Volta trucks are a safer alternative to traditional delivery vehicles.

Which sentence from the text best supports this inference?



- a. "This tech will improve the driver's ability to see pedestrians and cyclists."
- b. "Ordering items from a local store can also minimize shoppers' carbon footprints."
- c. "Volta Trucks, maker of electric delivery vehicles, hopes to have its prototypes ready by summer 2020."
- d. "Volta's trucks make 50% less noise than conventional vehicles."

2. Which statement from the article **best** supports the idea that online shopping may be doing more harm to the environment than good?



- a. "In a 2016 study, researchers at the University of Delaware found that as online shopping increased, so did travel time, delays, and vehicle emissions."
- b. "Volta's trucks make 50% less noise than conventional vehicles."
- c. "Other consumer actions, like using high-speed delivery, almost tripled the environmental impact of freight transportation."
- d. "Logically, one delivery to multiple homes would be better for the environment than several cars or buses going to multiple shops."

3. What evidence supports the claim that ordering items from a local store can reduce our carbon footprint? Use **at least one** quote from the text in your response.



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Inferences

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4. Based on the article, which statement most strongly supports the position that using high-speed delivery has a negative effect on the environment?

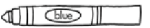


- a. Ordering items from a local store can decrease your carbon footprint.
- b. As high-speed delivery orders increased, global temperatures remained the same.
- c. High-speed delivery orders create anxiety and make customers irritable.
- d. High-speed delivery almost triples the item's environmental impact.

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

Consumers can have a greater impact on the environment than they realize.

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



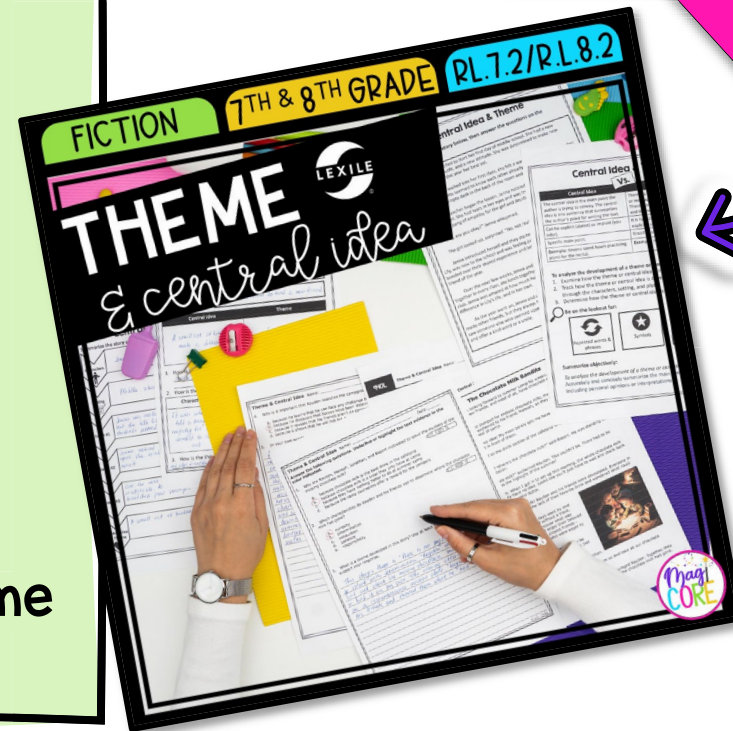
Handwriting practice lines for the response to question 5. The lines are horizontal and spaced evenly down the page.



UPGRADE THEIR SKILLS!

The THEME AND CENTRAL IDEA Unit
Contains:

- 12 Printable Lexile Leveled Reading Comprehension Passages
- Anchor Charts
- Rigorous comprehension questions for each passage
- Assessment Passages and Question
- Prepares students to determine a theme or central idea of a text



Love this unit but want to focus on Literary Skills? Try the **THEME & CENTRAL IDEA** unit!

