

**Analyze Interactions & Relationships**  
Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Answer the following questions. Underline or highlight the text evidence in the color indicated.

1. Who are the important individuals involved in this text? Choose all that apply.

- a. Spanish conquistadors
- b. Aztecs
- c. Incas
- d. Italian explorers

**Conquistadors**  
European explorers changed the world in many ways as they sailed the oceans in the 15<sup>th</sup> and 16<sup>th</sup> centuries. They claimed large parts of the world for the countries who sponsored their expeditions and had a huge impact on the native people living in these distant lands. Their reasons for exploring were numerous. Among them were a thirst for riches and power, better trade routes to Asia, to spread Christianity. Portugal did much to design ships of navigation, improved nautical tools and sailors for such journeys. It set up a navy during this time period as well as designed ships. Other countries certainly did the same. Spain, for example, enlisted the help of adventurers seized entire empires in their pursuits using military might, trickery, and bribery. One such man was Christopher Columbus. He sailed out to explore the Americas. He was welcomed by the natives. In 1492, the Spanish monarchs, Isabella and Ferdinand, sponsored his voyage. He was welcomed by the natives. In 1492, the Spanish monarchs, Isabella and Ferdinand, sponsored his voyage.

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

Part A: What life-changing experience did Dorothy Height have while working for the YWCA?

- a. She spoke at the March on Washington for Jobs and Freedom.
- b. She met African American leader Mary McLeod Bethune.
- c. She helped young women get jobs in Harlem.
- d. She started a school for young African Americans.

Part B: What effect did the answer to Part A have on Dorothy Height's life?

- a. It prompted her to create the NCNW.
- b. It urged her to organize rallies in Harlem.
- c. It inspired her to volunteer with the NCNW.
- d. It caused her to write a book about civil rights.

5. What did Dorothy Height's work on the March on Washington for Jobs and Freedom influence her to do? What beliefs did the event cause her to have?

*Dorothy Height's work on the March on Washington for Jobs and Freedom event influenced her to focus on gender inequalities and join the women's rights movement. She didn't speak at the event, being on stage close to Luther King, Jr. during his famous "I Have a Dream" speech. This event opened her eyes to the importance of addressing the needs of women.*

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

1. Who are the individuals involved in this text? Choose all that apply.

- a. Chinese Americans
- b. Dorothy Height
- c. civil rights activists
- d. business owners

2. What skill did Dorothy Height develop early in life that influenced her future?

- a. being a skilled public speaker
- b. being musically inclined
- c. being a gifted writer
- d. being a psychologist

3. What may have happened if Dorothy Height let her inability to attend Barnard College stop her college dreams?

*If Dorothy Height had let her inability to attend Barnard College stop her college dreams, she might not have pursued higher education and earned her bachelor's and master's degrees from New York University. She might not have had the opportunity to develop her skills and knowledge instrumental in her later work as a civil rights activist.*

**MAGI CORE**

# WHAT'S INSIDE?

## ANALYZE INTERACTIONS & RELATIONSHIPS

7<sup>th</sup> grade

### Table of Contents

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

1. Analyze Interactions & Relationships Anchor Chart
2. Analyze Interactions & Relationships Practice Work
3. Chronically Absent (980L)
4. Hiroshima and Nagasaki (1000L)
5. Crop Circle Curiosity (1080L)
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7. The Two Sides of Technology (1090L)
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9. Battle of Antietam (1130L)
10. Eddie Van Halen: Guitar Legend (1140L)
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  - Conquistadors (990L)
  - Dorothy Height (1100L)

**PRINTABLE** PDFs covering the 7<sup>th</sup> 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 Slides  
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.

**Wildfire Alert**  
The summer of 2023 marked the worst wildfire season in Canadian history. Remarkable amounts of land were charred, and carbon emissions were at their highest. Wildfires have become more frequent and intense across the country. The rate of carbon emissions has actually worsened in every state. Absent students doubled for the school year in seven states. Absent means missing 10% or more of days in a single school year.

**DNA Discoveries**  
DNA, or deoxyribonucleic acid, is the molecule that houses genetic information for the development and functioning of organisms. It is made of two linked strands that look like a twisted ladder. We know about DNA's structure because of the work of James Watson and Francis Crick.

**Eddie Van Halen: Guitar Legend**  
No study of rock and roll music would be complete without taking a dive into the life and talent of Eddie Van Halen. Born Edward Lodewijk Van Halen on January 26, 1955, in the Netherlands, he was the son of Jan Van Halen, who was also a musician, and Eugenia Van Beers. Eddie and his family moved to Pasadena, California in 1962 where he and his older brother, Alex, took classical piano lessons. The boys showed an aptitude for music. As teens, however, they abandoned classical music in favor of rock.

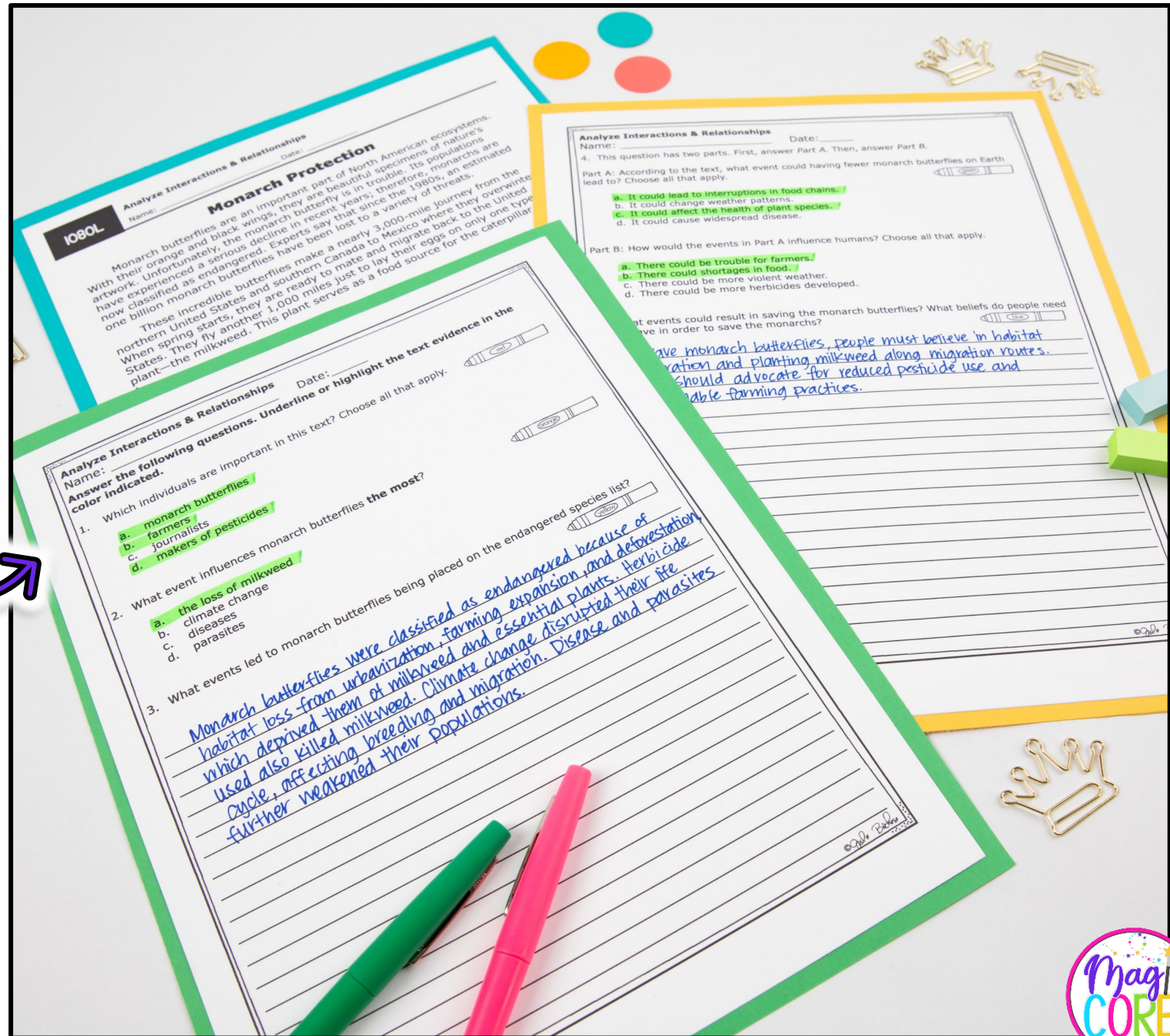
**Battle of Antietam**  
The American Civil War nearly tore the United States of America apart. It included numerous battles, fought over a period of four years. The northern states, or the Union, battled against the southern states, or the Confederacy. Slavery was one of the main issues that divided the country and contributed to the conflict.

**Crop Circle Curiosity**  
Crop circles are elaborate designs that typically appear overnight in fields of crops such as wheat, barley, and corn. They are created when the tall plants are bent and flattened to the ground to form patterns. These patterns are often at only a few feet in diameter. Crop circles occur in different sizes too. Some are small in diameter. They display a high degree of precision and symmetry that has been a source of mystery for many years.

**Discovery at Kalambo Falls**  
Archaeologists have unearthed what may be the first wooden structure built by ancient humans. The discovery was made at a dig site at Kalambo Falls, a waterfall near Zambia's border with Tanzania in Africa.

# 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 how to analyze the interactions and relationships present in a nonfiction text.
- Practice passage and warmup activity sheet
- Use to introduce the skill
- Students reference throughout the unit
- Use in student journal as a reference

**Analyze Interactions & Relationships**  
Readers analyze interactions between individuals, events, and ideas in the nonfiction texts they read. They look for cause-and-effect relationships.

**INDIVIDUALS**  
The important people or animals that are discussed in the text.

**EVENTS**  
The significant things that happen in the text.

**IDEAS**  
The main thoughts or beliefs presented in the text.

<b>Key Words to Look for to Identify Interactions and Relationships</b>	• because	• as a consequence
	• as a result	• therefore
	• influenced by	• so
	• led to	• consequently
	• caused by	• thus

**To analyze interactions between individuals, events, and ideas in a nonfiction text:**

1. Carefully read the text and identify the key individuals, the important events, and the big ideas that are presented.
2. Consider how the interactions between the individuals, events, and ideas relate to each other. Look for cause-and-effect relationships.
3. Ask:
  - How do individuals influence events?
  - How do events change people's lives and impact their beliefs?
  - How do events and ideas shape individuals' decisions?
4. Summarize your thoughts about how the interactions between individuals, events, and ideas contribute to the meaning of the text.

**Analyze Interactions & Relationships**  
Graphic organizer to analyze interactions and relationships between individuals, events, and ideas in a nonfiction text.

**Text:** The Transcontinental Railroad

**Key Individuals:**  
Who are the people in the text, and why are they important?  
• Abraham Lincoln: signed the Pacific Railroad Act (1862)  
• Chinese laborers, Irish immigrants, and dangers.

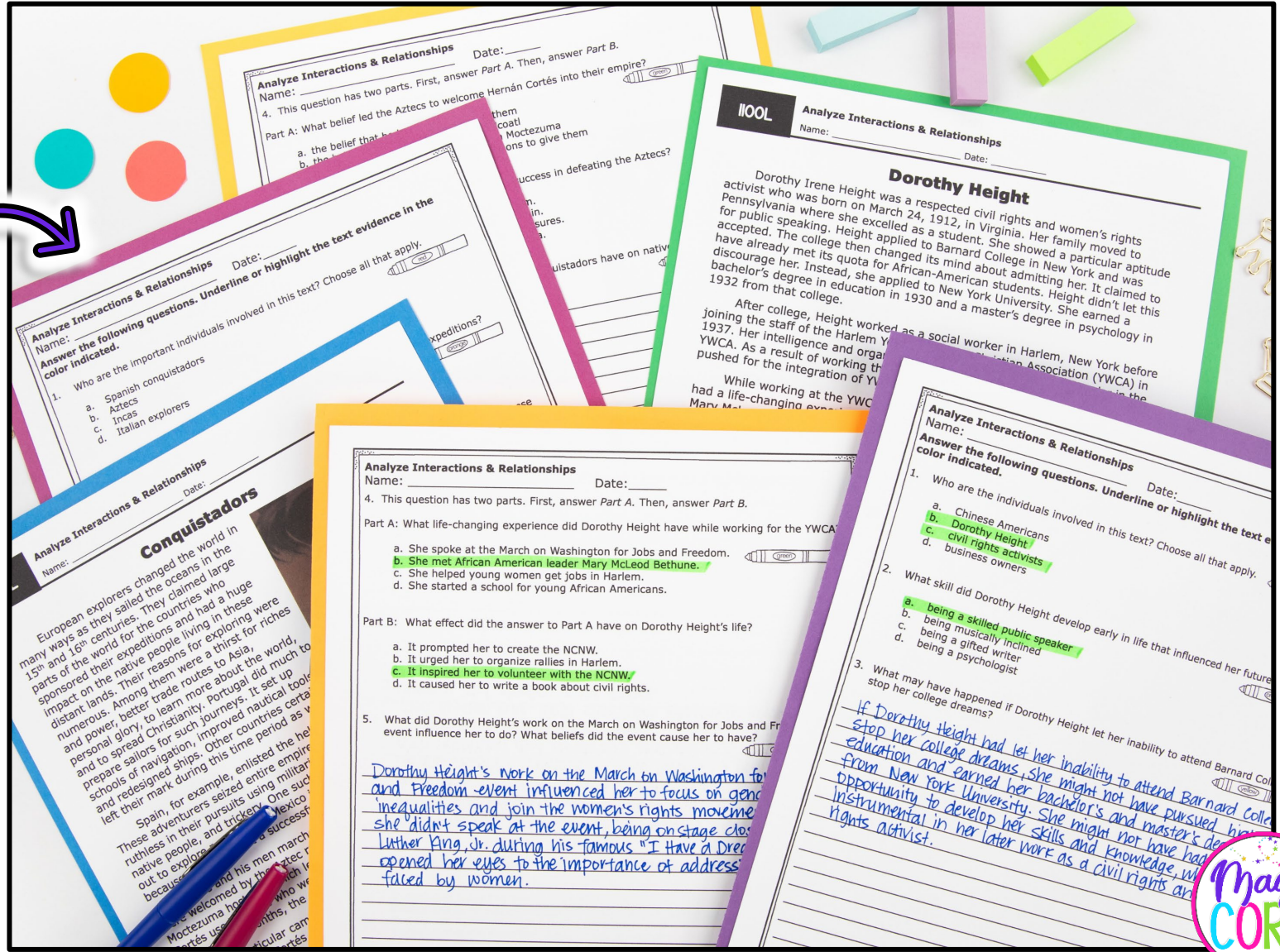
**Key Events:**  
What are the key events or incidents in the text?  
• Congress approves survey (1853)  
• Pacific Railroad Act (1862)  
• Construction begins (1866)

**Key Ideas:**  
What are the central ideas, beliefs, or thoughts presented in the text? How are these ideas developed and communicated?  
• Connecting the country: desire to trade and communicate between East & West  
• Challenges of construction: harsh weather, difficult terrain, dangers to workers.

**Interactions:**  
How do the individuals, events, and ideas interact with each other in the text?  
• Congress and Lincoln's actions led to the construction of the railroad.  
• Chinese laborers, Irish immigrants, and other workers worked on the railroad, facing challenges like avalanches and long hours.

# 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

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**Key Words to Look for to Identify Interactions and Relationships**

• because	• as a consequence
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**Analyze Interactions & Relationships**  
Fill in the graphic organizer to analyze interactions and relationships among individuals, events, and ideas in a nonfiction text.

**Text:** *The Transcontinental Railroad*

**Who are the people in the text, what are their roles, and why are they important?**

Abraham Lincoln signed the Pacific Railroad Act, providing support for the transcontinental railroad. Chinese laborers, Irish immigrants, and other workers built the railroad, facing challenges and dangers.

**What are the key events or incidents in the text?**

Congress approves survey routes for the Pacific Railroad Act (1853); funding grants and loans for Union Pacific and Central Pacific construction begins for Union Pacific at Central Pacific from Sacramento and Omaha.

**What are the central ideas, beliefs, or themes in the text? How are these ideas developed?**

Communicate between East + West. Travel, construction, Irish + Chinese workers, dangers to workers.

# 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**

## ABOUT LEXILE LEVELS


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 12<sup>th</sup> grade. Lexile measures help educators scaffold and differentiate instruction, as well as monitor reading growth.

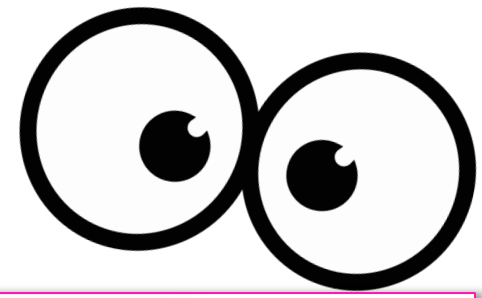
Grade Band	Lexile® Bands Aligned to Common Core Expectations
K-1	
2-3	N/A
4-5	420L-820L
6-8	740L-1010L
	925L-135L

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 the standards' grade-by-grade text complexity expectations are built into the Standards' grade-by-grade text complexity expectations. The general movement, however, should be toward decreasing scaffolding independence both within and across the text complexity bands.



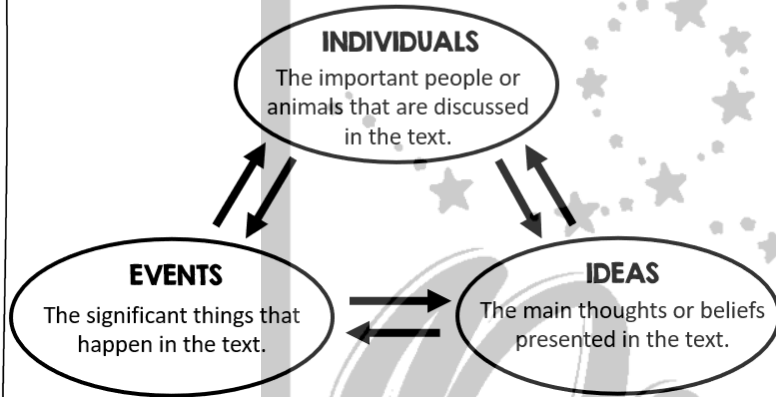


# TAKE A PEEK



## Analyze Interactions & Relationships

Readers analyze interactions between individuals, events, and ideas in the nonfiction texts they read. They look for cause-and-effect relationships.



### Key Words to Look for to Identify Interactions and Relationships

- because
- as a result
- influenced by
- led to
- caused by
- as a consequence
- therefore
- so
- consequently
- thus

### To analyze interactions between individuals, events, and ideas in a nonfiction text:

1. Carefully read the text and identify the key individuals, the important events, and the big ideas that are presented.
2. Consider how the interactions between the individuals, events, and ideas influence each other. Look for cause-and-effect relationships.
3. Ask:
  - How do individuals influence events?
  - How do events change people's lives and impact their beliefs?
  - How do events and ideas shape individuals' decisions?
4. Summarize your thoughts about how the interactions between individuals, events, and ideas contribute to the meaning of the text.

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## Analyze Interactions & Relationships

Let's Try! Read the passage "The Transcontinental Railroad" below, then answer the questions on the graphic organizer.

As the United States grew, it became clear that a way to connect the continent was necessary. The desire to trade, travel, and communicate between the East and West coasts fueled discussions about how to accomplish this. In 1853, Congress approved funding to survey routes for a transcontinental railroad. The actual building was delayed, however, as a result of tensions between the North and the South and the beginning of the Civil War. The Pacific Railroad Act, signed by Abraham Lincoln, was finally passed in 1862, giving public land grants and loans to two railroads, the Union Pacific and the Central Pacific, tasked with the construction of this transcontinental railroad.

Work on the railroad began in 1866. The construction was divided into two segments: one that started in Sacramento, California and moved eastward, and one that originated in Omaha, Nebraska and traveled westward. The goal was to meet somewhere in the middle. Eagerness in the project caused the two lines to initially build right past each other, and a final meeting place had to be adjusted.

Construction was met with many challenges. Harsh weather and difficult terrain to navigate were major obstacles. Physical dangers also plagued the railroad construction leading to whole crews sometimes being lost to natural disasters such as avalanches and man-made accidents with explosives. Workers included Chinese laborers, Irish immigrants, and other groups who were not always treated well. They suffered through 12-hour days of laying track, sometimes through mountainous areas.

The railroad also impacted the environment as natural areas were blasted and dug and had track laid over them. Further problems were caused by disputes with Native American tribes over land along with some financial corruption involved in the railroad's construction.

Despite the numerous challenges, the first transcontinental railroad was completed when the final spike, called the "Golden Spike," was driven into the tracks at Promontory Summit in Utah on May 10, 1869. Nearly 2,000 miles of track had been installed to chart a route across the United States.

The transcontinental railroad had an immediate impact on the country. Trips that had been previously made by wagon had taken months and by boat had taken weeks. With the railroad in place, these journeys took mere days and were less costly as well. Goods, people, and resources could move easily about the country, which led to a period of massive economic growth. New cities and towns cropped up along the railroad's route. People moved

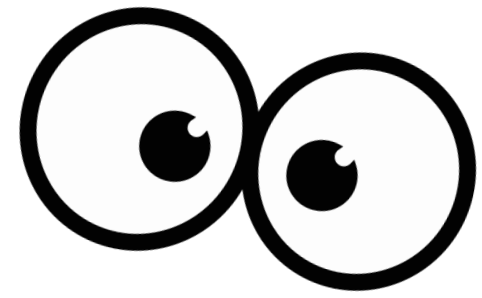
## Analyze Interactions & Relationships

Fill in the graphic organizer to analyze interactions and relationships among individuals, events, and ideas in a nonfiction text.

<b>Title of Text:</b>	
<b>Important Individuals:</b>	Who are the people in the text, what are their roles, and why are they important?
<b>Significant Events:</b>	What are the key events or incidents in the text?
<b>Main Beliefs and Ideas:</b>	What are the central ideas, beliefs, or themes presented in the text? How are these ideas developed?
<b>Cause-and-Effect Relationships:</b>	How do the individuals, events, and ideas interact with each other in the text?



# CHECK THIS OUT TOO!



IIIOL

## Analyze Interactions & Relationships

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Discovery at Kalambo Falls

Archaeologists have unearthed what may be the first wooden structure made by ancient humans. The discovery was made at a dig site at Kalambo Falls, a giant waterfall near Zambia's border with Tanzania in Africa.

Researchers, led by Larry Barham, a professor of archaeology, classics, and Egyptology at the University of Liverpool in the U.K. have found two tree trunks. They are notched like those in a log cabin's construction. The logs appear to be part of a fixed platform. Barham hypothesizes that the platform could have been used as a place to store things,

to keep firewood or food dry, or it could have been a sitting area or a shelter. The uncovered logs were preserved at the bottom of the Kalambo River. Past excavations in this area have turned up stone tools and smaller wooden artifacts. This is the first discovery of a larger structure being made with wood by early humans.

Using special luminescence dating of sand samples at the site, the researchers were able to date the wood that was found. The overlapping tree logs appear to be from 476,000 years ago. This is long before the time of *Homo sapiens*. It's possible that the structure was erected by *Homo heidelbergensis*, a predecessor of modern humans.

The upper log had stone tools near it as well, suggesting the tools were used to chop and scrape in order to carve out U-shaped notches in the logs and allow them to fit snugly together. Distinctive marks on the surface of the logs appear to be intentionally made with such tools. Finding the logs supports the idea that early humans erected large structures such as walkways and dwellings.

Seasonal flooding makes Kalambo Falls a difficult site to excavate. Archaeologists are always up against the waterflow, but it is the presence of these wet conditions that preserved this newest find so well. Waterlogged sediment does not promote decomposition. In fact, it allows the wood to absorb more minerals from the water, making it more durable as a result.

This discovery disputes a previously held belief that the ancient humans who lived at Kalambo during the Middle Pleistocene period were nomadic. Nomadic means they didn't stay in one place for long and instead wandered.






Kalambo Falls

## Analyze Interactions & Relationships

Name: \_\_\_\_\_ Date: \_\_\_\_\_

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

- Who are the individuals involved in this text? Choose all that apply. 
  - early humans
  - archaeologists
  - Larry Barham
  - museum curators
- What is the main event influencing individuals in this passage? 
  - the discovery of small tools at Kalambo Falls
  - the discovery of human remains at Kalambo Falls
  - the discovery of cave paintings at Kalambo Falls
  - the discovery of notched logs at Kalambo Falls
- How does the discovery of stone tools near Kalambo Falls influence individuals' beliefs about early human construction? 

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## Analyze Interactions & Relationships

Name: \_\_\_\_\_ Date: \_\_\_\_\_


4. This question has two parts. First, answer *Part A*. Then, answer *Part B*.

Part A: Which event makes excavating at Kalambo Falls a challenge? 

- a lack of boats
- seasonal flooding
- intense heat
- the remoteness of the falls

Part B: How does the answer to Part A actually help archaeologists with their finds at Kalambo Falls?

- It carves new areas to explore in the land.
- Waterlogged sediment does not promote decomposition.
- It dries out the area, making it easier to dig.
- They have to go on foot which disturbs potential finds less.

5. How do the events in this passage influence individuals' beliefs about early humans in the Kalambo Falls area? 

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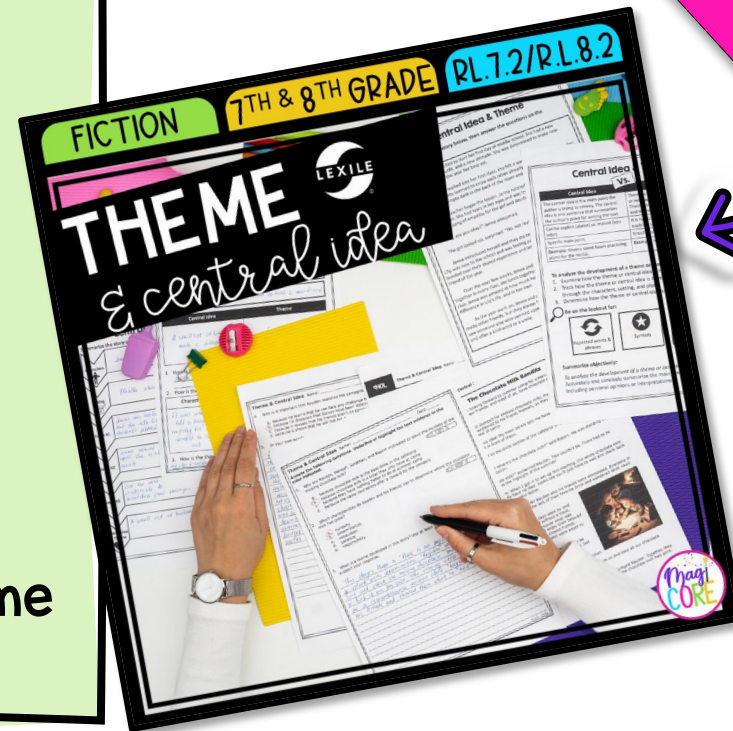
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# UPGRADE THEIR SKILLS!

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!

