

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 15th and 16th 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 for such journeys. It set up a navy of sailors, improved nautical tools and designed ships. Other countries certainly did the same during this time period as well. Spain, for example, enlisted the help of adventurers seized entire empires and added to their pursuits using military might in their conquests. One such conquistador was Christopher Columbus. He set out to explore the Americas, which he became the first European to reach. He was welcomed by the natives, who were amazed by his ships. In 1492, the first voyage was made.

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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 Martin Luther King, Jr. during his famous "I Have a Dream" speech. This event opened her eyes to the importance of addressing issues faced by 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

7th grade

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

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PRINTABLE PDFs covering the 7th 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 dioxide emissions were at their highest. Wildfires have become more frequent and intense across the country. The rate of carbon dioxide emissions actually worsened in every state. Absent students doubled for the 2023 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.

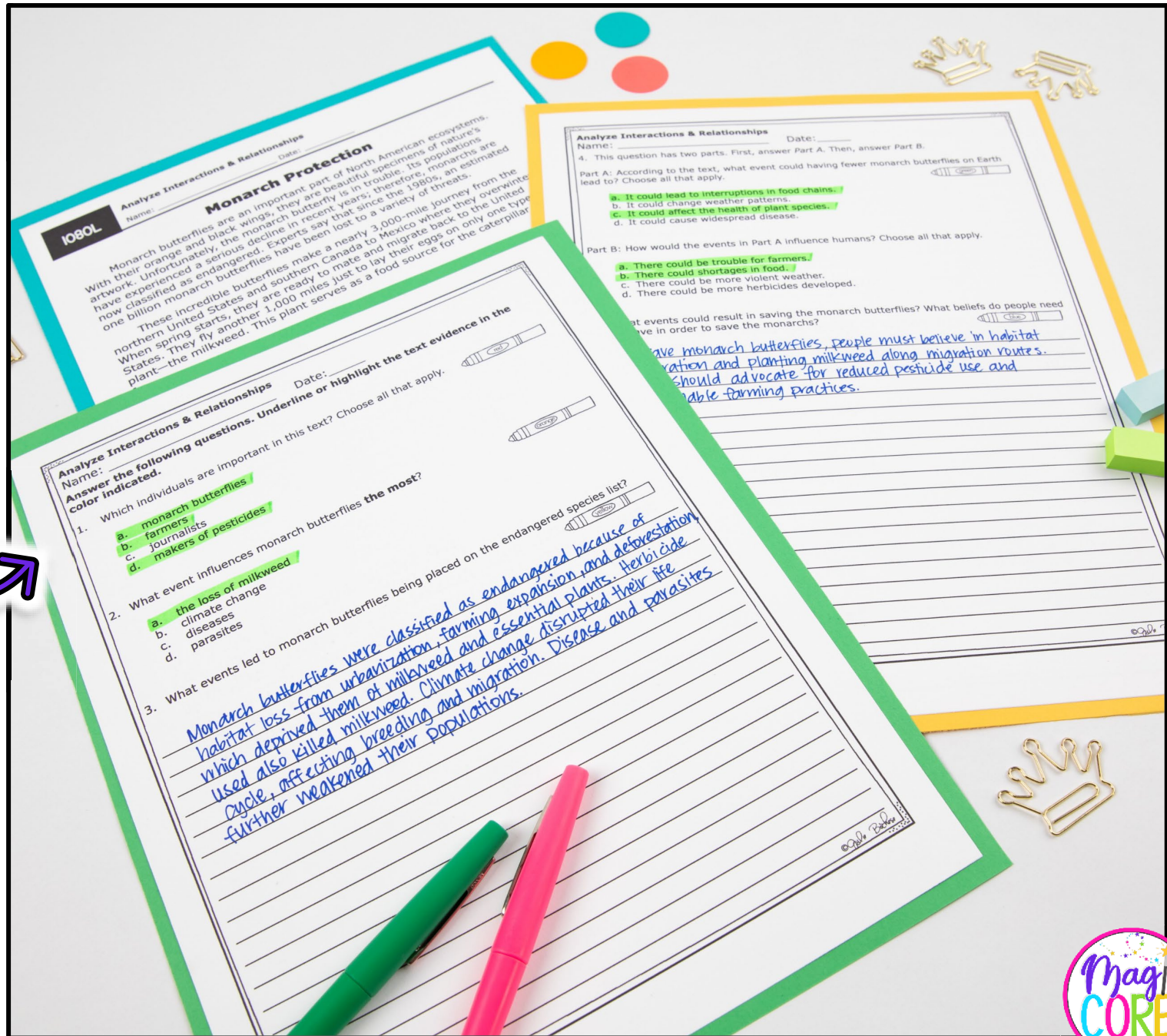
Crop Circle Curiosity
Crop circles are elaborate designs that typically appear overnight in fields of crops such as wheat, barley, and corn. They are created when the tall plants are bent and flattened to the ground to form patterns. These patterns are often at only a few feet in diameter. Crop circles 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. Many researchers believe that the creation of crop circles is a natural phenomenon.

Discovery at Kalambo Falls
Archaeologists have unearthed what may be the first wooden structure of ancient humans. The discovery was made at a dig site at Kalambo Falls, a waterfall near Zambia's border with Tanzania in Africa. Researchers, led by Larry Barham, a professor of archaeology, classics, and anthropology at the University of Liverpool in the U.K. have found two tree trunks that were notched like those in a log cabin's construction. The logs were used as a fixed platform. Barham hypothesizes that the platform was used as a place to store tools, food, or food dry, or it could have served as a shelter. The uncovered platform was found at the bottom of the site. The discovery of the platform is a significant find because it shows that early hominids used tools and had the ability to create structures. The first discovery of a larger platform was made in 1968. The discovery of the platform was a significant find because it shows that early hominids used tools and had the ability to create structures.

Depiction of the Battle of Antietam

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.

Key Words to Look for to Identify Interactions and Relationships		
• 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 workers: built the railroad, facing challenges and dangers.

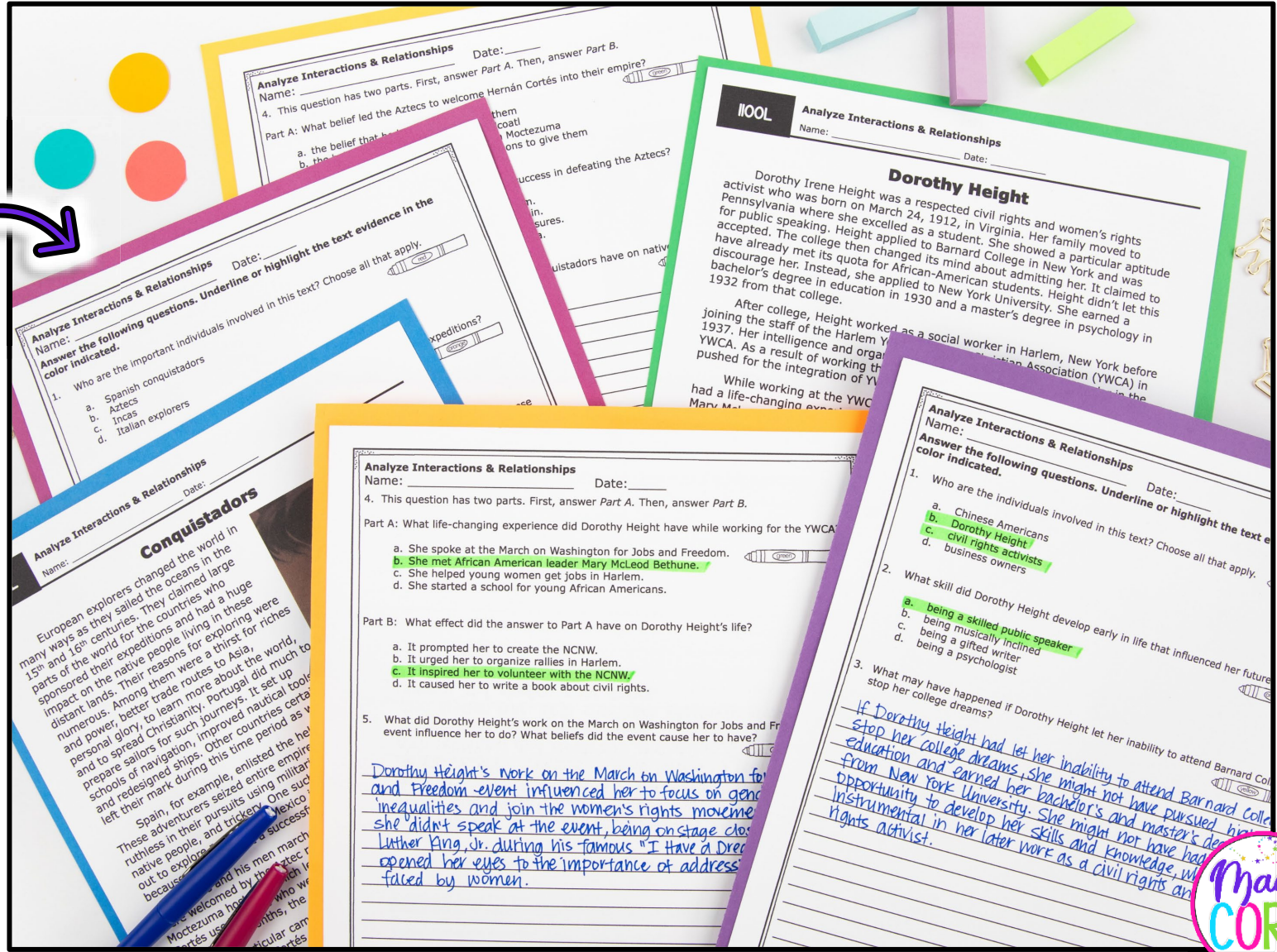
Key Events: What are the key events or incidents in the text?
• Congress approves survey (1853)
• Pacific Railroad Act (1862)
• Grants and loans for Union Pacific
• Construction begins (1866): work on steep terrain and through mountains

Key Ideas: What are the central ideas, beliefs, or themes 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 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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Magi CORE

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.

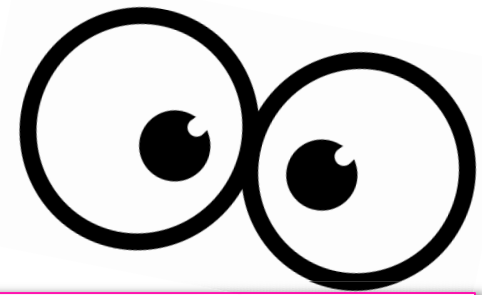
Common Core State Standards uses Lexile level bands as one measure of text complexity. Text complexity ranges ensure that students are college and career ready by the end of 12th grade. Lexile measures help educators scaffold and differentiate instruction, as well as monitor reading growth.

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 general movement, however, should be toward decreasing scaffolding independence both within and across the text complexity bands."

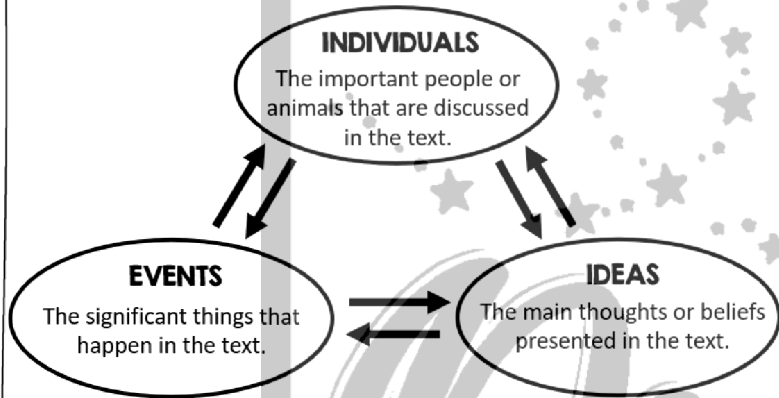


TAKE A PEEK



Analyze Interactions & Relationships

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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

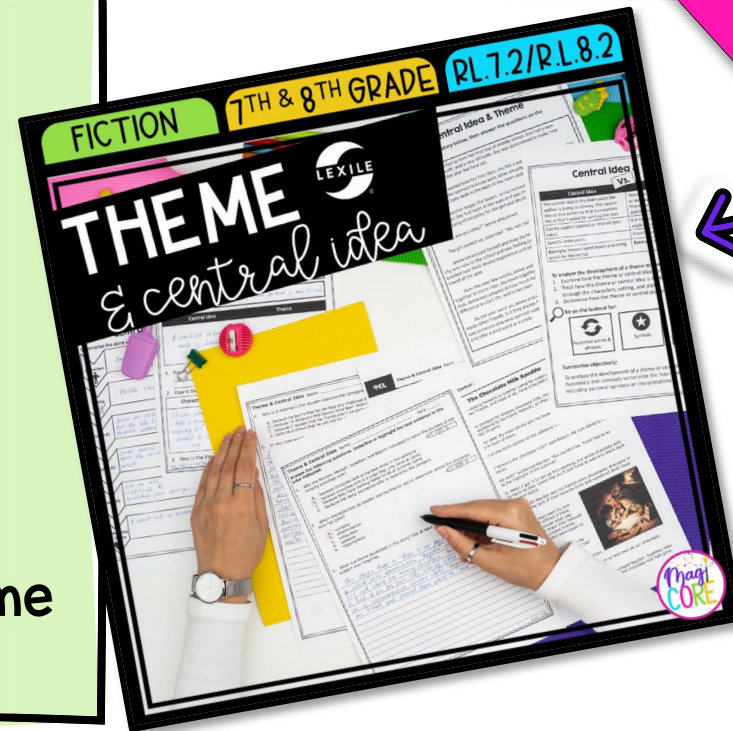
Fill in the graphic organizer to analyze interactions and relationships among individuals, events, and ideas in a nonfiction text.

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

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!

