

nonfiction

7th Grade

COMPREHENSION

bundle

NONFICTION 7TH & 8TH GRADE RI.7.1/8.1

NONFICTION 7TH & 8TH GRADE RI.7.2/8.2

LEXILE INFERRING & EXPLICIT ANALYSIS

LEXILE CENTRAL IDEA & SUMMARY

NONFICTION 7TH & 8TH GRADE RI.7.6/8.6

NONFICTION 7TH & 8TH GRADE RI.7.5/8.5

LEXILE AUTHOR'S POINT OF VIEW & PURPOSE

LEXILE ANALYZE TEXT STRUCTURE

NONFICTION 7TH & 8TH GRADE RI.7.9/8.9

NONFICTION 7TH & 8TH GRADE RI.7.8/8.8

LEXILE ANALYZE MULTIPLE & CONFLICTING VIEWS

LEXILE EVALUATE ARGUMENTS & CLAIMS IN A TEXT

NONFICTION 7TH & 8TH GRADE RI.7.4/8.4

NONFICTION 7TH GRADE RI.7.3

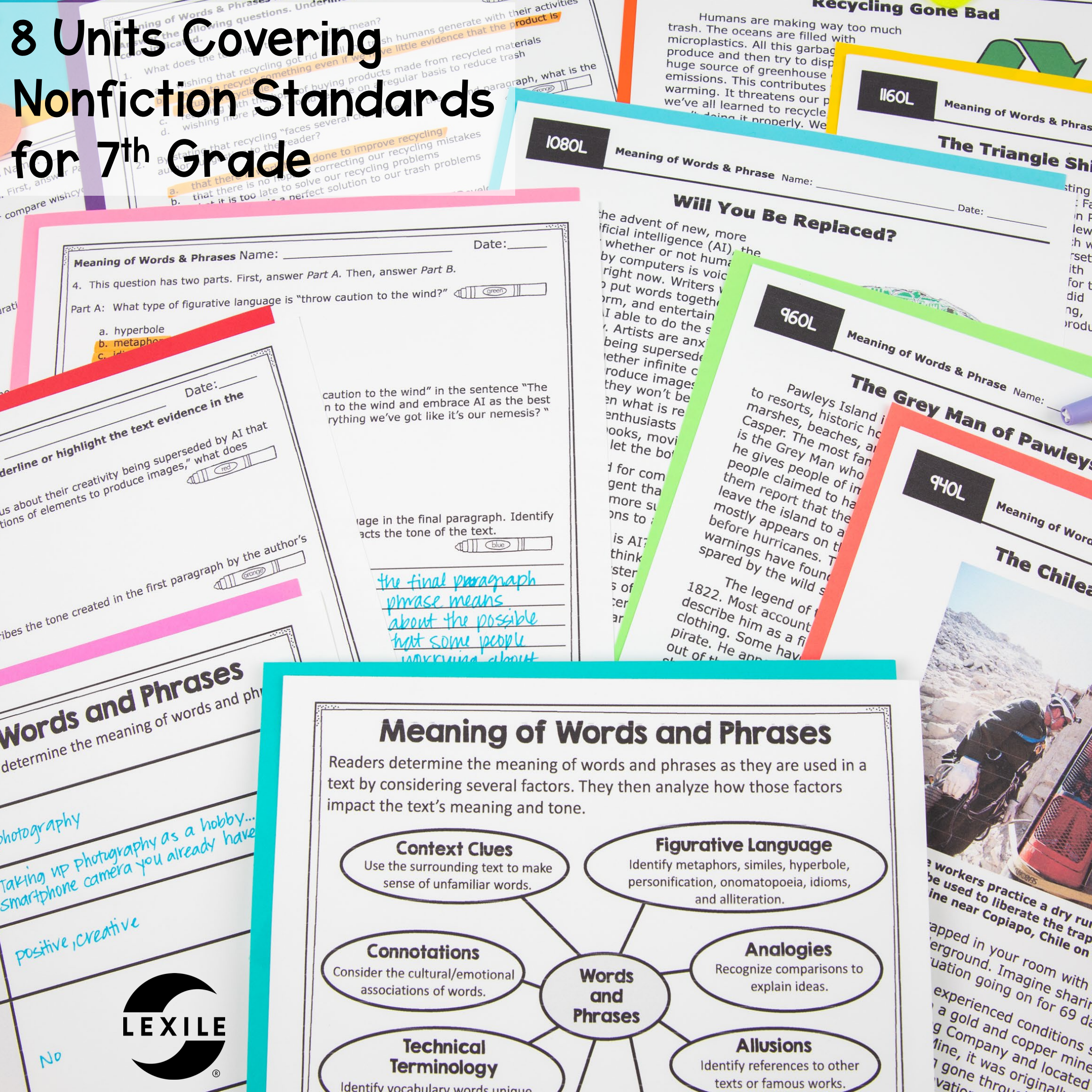
LEXILE MEANING OF WORDS & PHRASES

LEXILE ANALYZE INTERACTIONS & RELATIONSHIPS

PRINTABLE VERSION

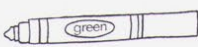


8 Units Covering Nonfiction Standards for 7th Grade



Meaning of Words & Phrases Name: _____ Date: _____


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


Part A: What type of figurative language is "throw caution to the wind?" 

a. hyperbole
b. metaphor
c. idiom

Date: _____

underline or highlight the text evidence in the

us about their creativity being superseded by AI that
tions of elements to produce images," what does 

cribes the tone created in the first paragraph by the author's 

Words and Phrases


determine the meaning of words and ph

photography

Taking up Photography as a hobby...
Smartphone camera you already have

positive, creative

No



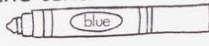
1080L **Meaning of Words & Phrase** Name: _____ Date: _____

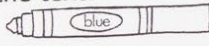
The Triangle Shirtwaist Factory

960L **Meaning of Words & Phrase** Name: _____ Date: _____

Will You Be Replaced?

the advent of new, more artificial intelligence (AI), the whether or not human jobs by computers is voiced right now. Writers v put words together, orm, and entertain I able to do the s Artists are anx being supersede ether infinite c roduce images they won't be en what is re enthusiasts ooks, movi let the bo l for com gent tha more s ons to is AI? think ster s of cer ar

caution to the wind" in the sentence "The n to the wind and embrace AI as the best rying we've got like it's our nemesis?" 

age in the final paragraph. Identify acts the tone of the text. 

the final paragraph phrase means about the possible hat some people worrrying about

940L **Meaning of Words & Phrases** Name: _____ Date: _____

The Grey Man of Pawleys Island

Pawleys Island i to resorts, historic h marshes, beaches, a Casper. The most fan is the Grey Man who he gives people of in people claimed to ha them report that ha leave the island to a mostly appears on th before hurricanes. T warnings have found spared by the wild s

The legend of t 1822. Most account describe him as a fi clothing. Some hav out of th

The Chilean Miner

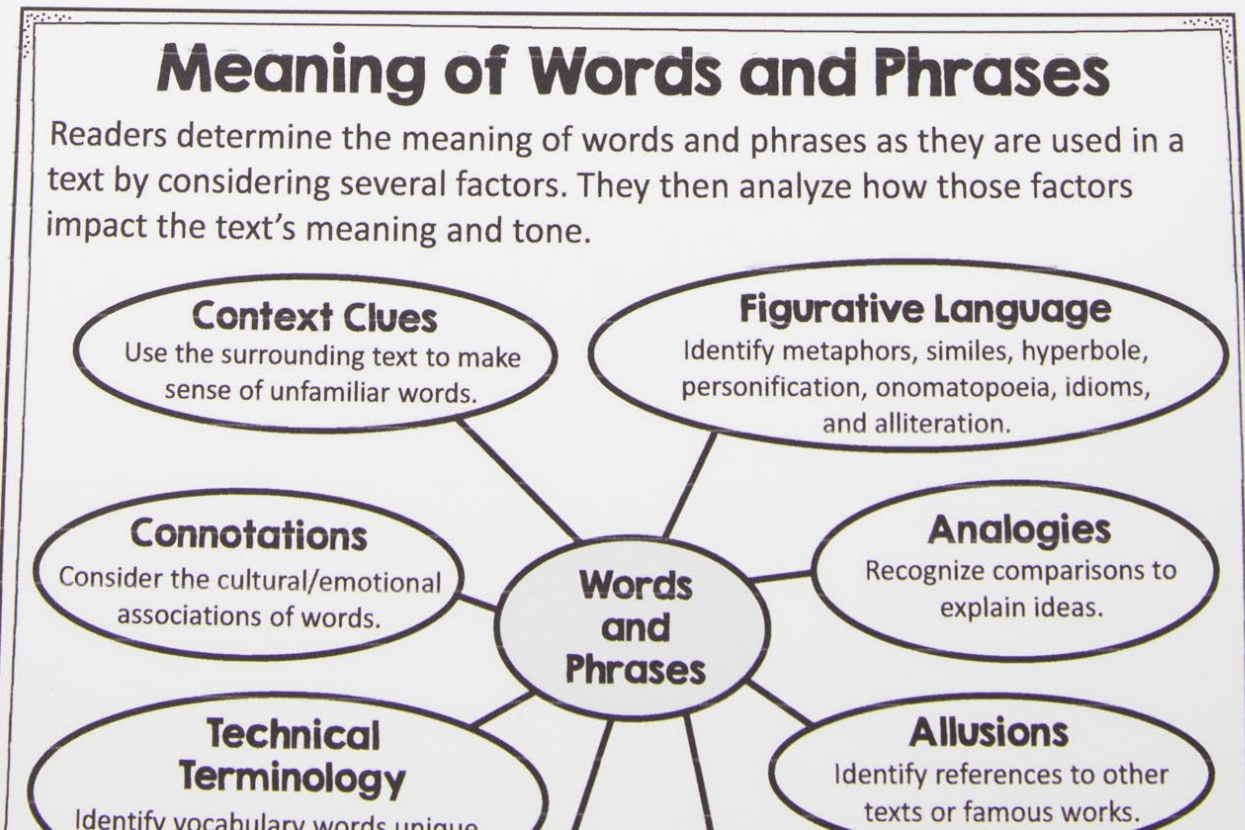


workers practice a dry run be used to liberate the trap ine near Copiapo, Chile on

rapped in your room with erground. Imagine sharin uation going on for 69 da

experienced conditions s a gold and copper mine g Company and located line, it was originall gone thro

vatio



Anchor Charts and Graphic Organizers Included for all 8 Units

Analyze Interactions & Relationships

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

As the United States grew, it became clear that it was necessary. The desire to trade, travel, and connect the East and West coasts fueled discussion and action. In 1853, Congress approved funding for the transcontinental railroad. The actual building was authorized by the Pacific Railroad Act, signed by Abraham Lincoln in 1862, giving public land grants and loans to the Central Pacific and the Union Pacific to build the transcontinental railroad.

Work on the railroad began in 1866. The two main segments: one that started in Sacramento and one that originated in Omaha, were to meet somewhere in the middle. The goal was to meet somewhere in the middle. The goal was to meet somewhere in the middle. The goal was to meet somewhere in the middle.

Construction was met with many challenges. The terrain was difficult, and the weather was harsh. There were many obstacles, such as avalanches and man-made barriers. Workers included Chinese laborers, Irish laborers, and others. They were not always treated well. They suffered from difficult terrain, dangers to workers, and long hours.

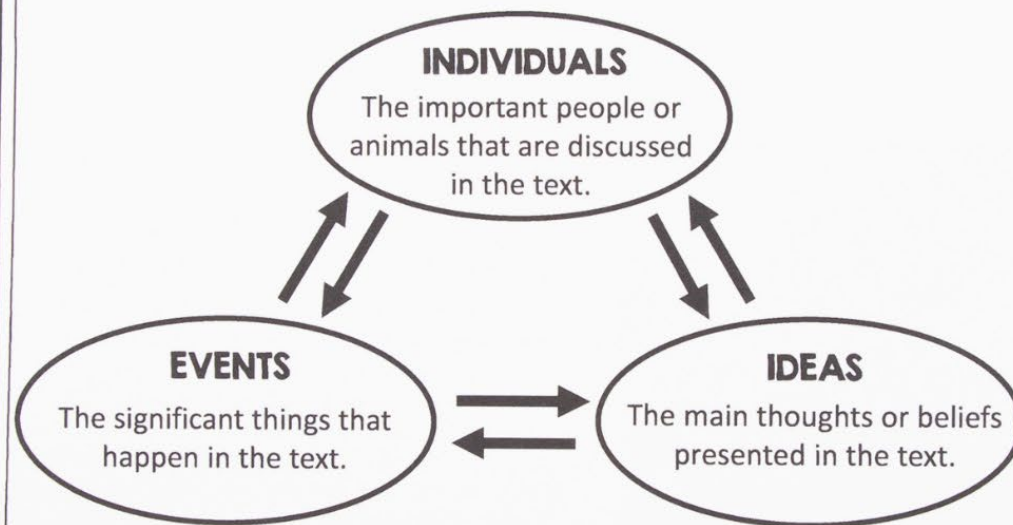
The railroad also impacted the environment. It led to the displacement of Native American tribes and the destruction of their lands. It also led to the development of new cities and towns along the route.

Despite the numerous challenges, the transcontinental railroad was completed in 1869. It was a major achievement in American history and a symbol of the nation's growth and expansion.

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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:

- Carefully read the text and identify the key individuals, the important events, and the big ideas that are presented.
- Consider how the interactions between the individuals, events, and ideas influence each other. Look for cause-and-effect relationships.
- 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?
- Summarize your thoughts about how the interactions between individuals, events, and ideas contribute to the meaning of the text.

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Text: The Transcontinental Railroad

Important Individuals: Who are the people in the text, what are they doing, and why are they important?
 • Abraham Lincoln: signed the Pacific Railroad Act, providing support for the transcontinental railroad.
 • Chinese laborers, Irish immigrants, and workers: built the railroad, facing challenges and dangers.

Important Events: What are the key events or incidents in the text?
 • Congress approves survey (1853): funding approved to survey routes.
 • Pacific Railroad Act (1862): signed by Abraham Lincoln, providing grants and loans for Union Pacific and Central Pacific.
 • Construction begins (1866): work on segments from Sacramento and Omaha.

Important 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 Coast.
 • 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 funding and laws necessary for the railroad.
 • Chinese laborers, Irish immigrants, and other workers worked on the railroad, facing challenges like avalanches and long hours.

Passages & Questions Mimic State Testing Requirements

Evaluate Arguments & Claims Name: _____ Date: _____

4. This question has two parts. First, answer Part A: What claim is made in Paragraph 4?

- Students who participate in arts programs help students perform better in other subjects.
- Science and math can be incorporated into arts programs.
- Arts programs develop better mental health skills.
- Arts programs increase students' tolerance for other cultures.

Part B: How does the author support the claim?

- by referencing data collected from a survey
- by including expert opinions from scientists
- by quoting from academic journals
- by interviewing Texas teachers

5. Do you believe this argument is valid? Why or why not? Provide your reasoning.

Evaluate Arguments & Claims Name: _____ Date: _____

Answer the following questions. Underline or highlight the text evidence that supports your answer.

1. What is the author's main claim?

- Arts programs should be cut in favor of more academic programs.
- Arts programs need additional funding so more programs can be offered.
- Arts programs are important to students' lives at school.**
- Arts programs increase students' tolerance for other cultures.

2. How is the 2010 study mentioned in Paragraph 2 relevant to the author's claim?

- That evidence highlights the claim that some students find arts programs more interesting than academics.
- That evidence supports the claim that students perform better in other subjects when they participate in arts programs.**
- That evidence shows the struggles some students face when participating in arts programs at their schools.
- That evidence proves that students' academic performance is directly related to their participation in arts programs.

3. Identify a piece of irrelevant information in Paragraph 3.


In paragraph 3, the information about the 2019-2020 school year (35% of students receiving a serious disciplinary action) may be irrelevant. While it is interesting, it is not directly related to the main argument. It is a specific statistic that might support the author's claim, but it is not necessary.

Evaluate Arguments & Claims Name: _____ Date: _____

Three Cheers for the Arts

Participating in arts programs motivates children to come to school and reduces stress. A 2010 study in Missouri revealed that the schools with the highest attendance rates also had the greatest student involvement in arts programs. For many students, arts programs allow them to have fun. They can manipulate various materials or equipment without having to worry so much about getting the "right" answers. They can experiment in a risk-free zone. That makes going to school less of a struggle.


Arts programs also bring behavioral benefits. An Arts Education Partnership meta-analysis showed that drama courses, in particular, assisted in students developing a better understanding of social relationships and emotional issues. Similarly, this study shows that dance classes demonstrate more self-expression, self-confidence, and school year, data from the 2019-2020 study found that 35% of students reported a reported behavior offense. The Missouri Department of Education allows students to hone their skills.



Drama Class

1150L Evaluate Arguments & Claims Name: _____ Date: _____

Keep Wild Animals Wild



You may have thought having a tiger cub curled up on your lap would be adorable. Perhaps the colorful plumage of a rare rainforest bird is something you'd like to see every day. Watching Netflix with a pet monkey on a Saturday night might sound like fun. It's not too hard to obtain such exotic companions either, though many state and city ordinances prohibit such ownership of wild animals as pets. More than 1,000 internet sites offer to sell these animals to eager buyers, and many sources provide millions of animals to the exotic pet trade every year. So, is getting an exotic pet a good idea? Absolutely not.

Are Exotic Pets Ethical?

Keeping an exotic animal such as a tiger or monkey raises ethical concerns. These animals are ripped from their natural habitats, where they are uniquely adapted to survive. They are held captive and often transported long distances from their homes. They are sold as if they are products you can one-click off Amazon instead of the living, breathing, important members of the ecosystem they actually are. The stress and suffering animals intended as exotic pets are subjected to shows zero respect for these innocent creatures. It can also lead to behavioral problems, health issues, and a reduced lifespan. These animal populations can become listed as endangered species as well when humans poach them at alarming rates. The exotic pet trade poses a significant threat to wildlife conservation and shows a lack of appreciation for nature.

Are Exotic Pets Safe?

Public health and safety are at risk when people take on exotic pets. Many of these animals carry diseases that can be passed on to humans and lead to severe illness or even death. These zoonotic diseases, such as salmonellosis and rabies, can cause severe health problems in humans. Exotic animals are also unpredictable and often aggressive. Even when not plucked from their natural habitat and put into captivity, they may instinctively attack. As these animals mature, they change, too. That cute, cuddly tiger cub that sits in your lap will turn into an enormous feline predator very quickly and pose a threat to the owners and the community.

Evaluate Arguments & Claims Name: _____ Date: _____

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

Part A: What claim does the author make about caring for exotic animals?

- Exotic animals are as easy to own as domesticated cats and dogs.
- Exotic animals are adaptable to living in people's homes as pets.
- Exotic animals are not easy to care for by the average person.**
- Exotic animals and humans should never be close to each other.

Part B: How does the author support the claim made in Part A?

- by showing a list of daily expenses associated with owning an exotic animal
- by comparing owning an exotic animal to owning a domesticated cat or dog**
- by discussing the need for expert veterinary care when owning an exotic pet
- by including statistics on the number of exotic pets owned by private citizens

How might a reader encounter an argument such as the one presented in this passage? Why do you think it would be a good fit for that location?

might encounter an argument like the one presented in this passage in educational materials, such as textbooks or articles on environmental science, biology, or animal welfare. It would be a good fit for these locations because it provides a comprehensive overview of the ethical, practical, and safety issues associated with keeping exotic pets.

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