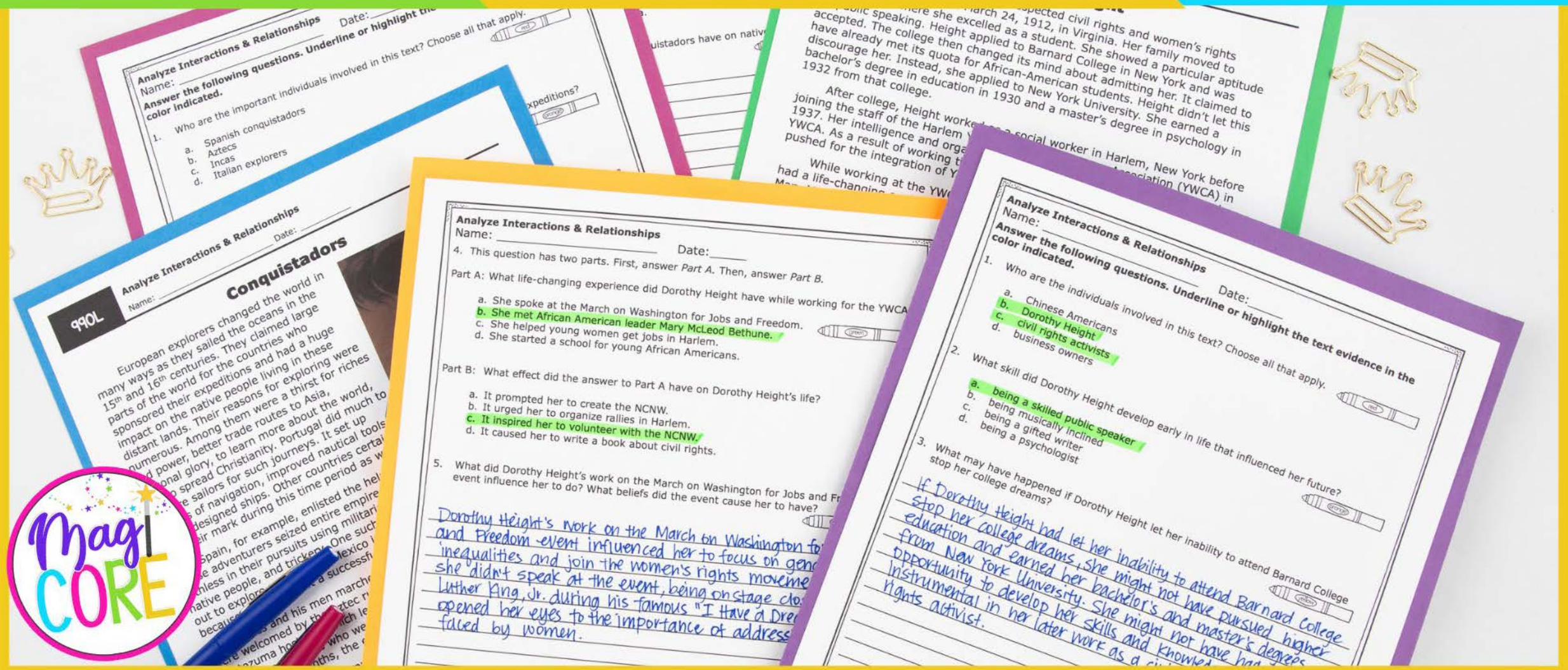
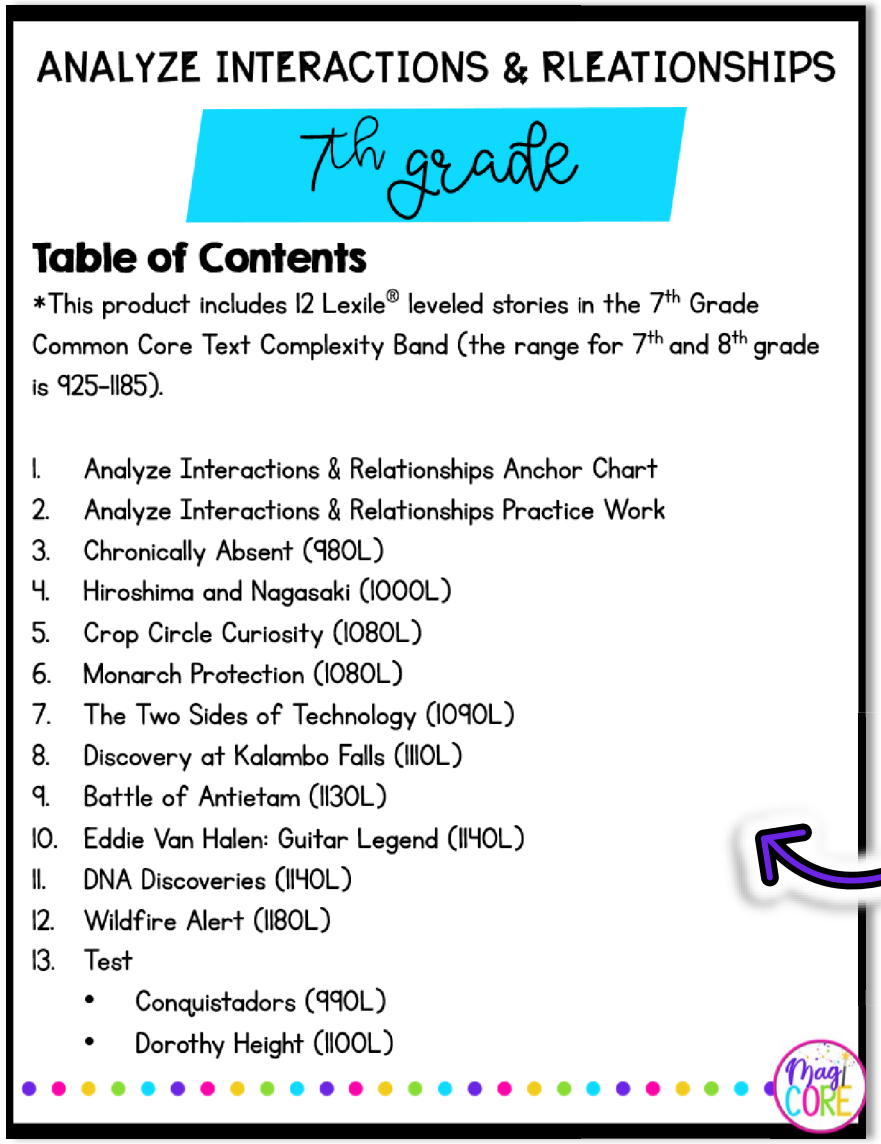
NONFICTION 7TH GRADE RI. 7.3



ANALYZE INTERACTIONS & RELATIONSHIPS

WHAT'S INSIDE?



ANALYZE INTERACTIONS & RLEATIONSHIPS

7th grade

Table of Contents

*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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2. Analyze Interactions & Relationships Practice Work
3. Chronically Absent (980L)
4. Hiroshima and Nagasaki (1000L)
5. Crop Circle Curiosity (1080L)
6. Monarch Protection (1080L)
7. The Two Sides of Technology (1090L)
8. Discovery at Kalambo Falls (1110L)
9. Battle of Antietam (1130L)
10. Eddie Van Halen: Guitar Legend (1140L)
11. DNA Discoveries (1140L)
12. Wildfire Alert (1180L)
13. Test
    - Conquistadors (990L)
    - Dorothy Height (1100L)

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

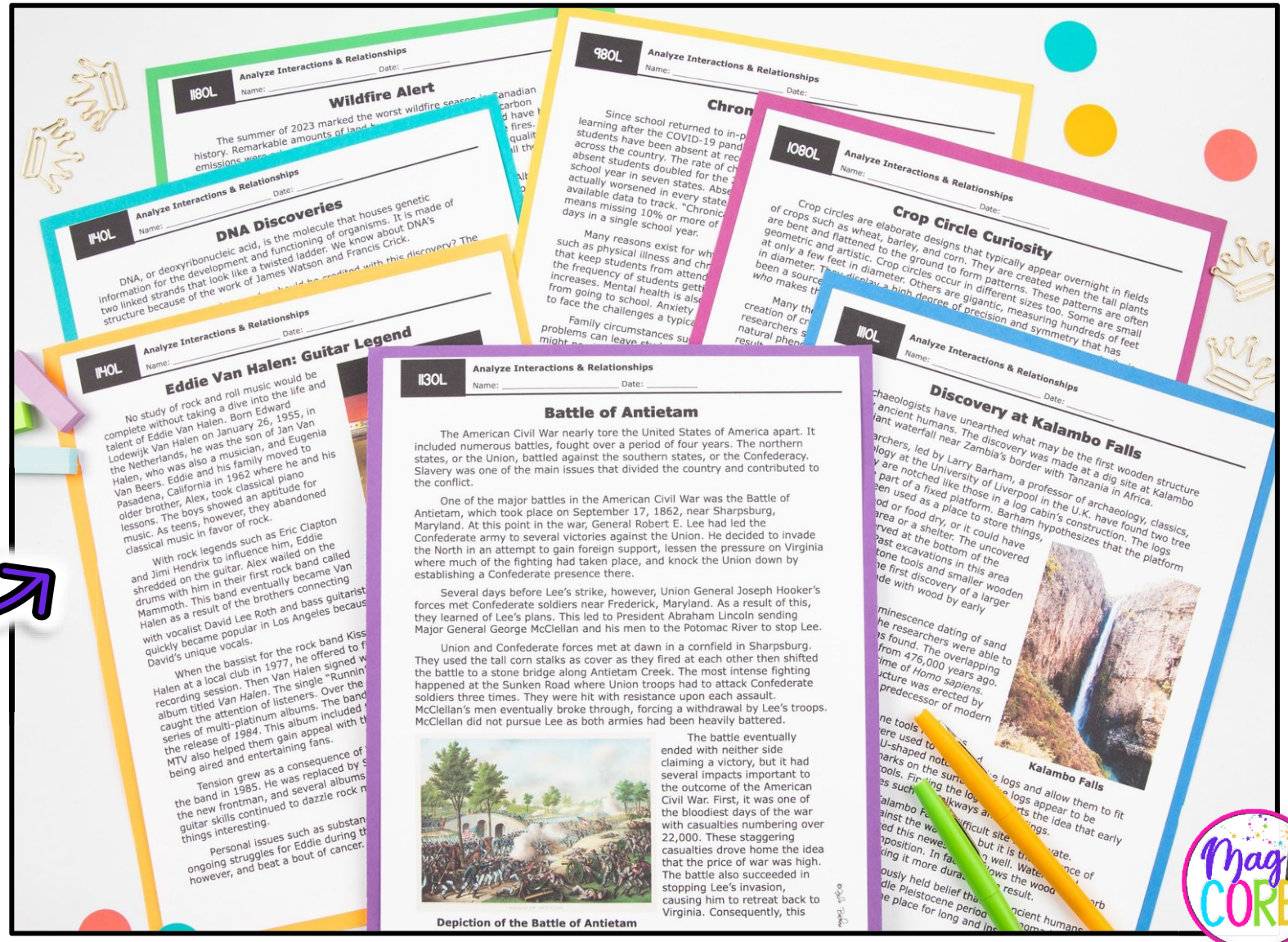
- Anchor chart and question sets
- Color coding to encourage students to use text evidence
- AND two assessments on nonfiction reading passages

Printable Slides Included

LEXILE®

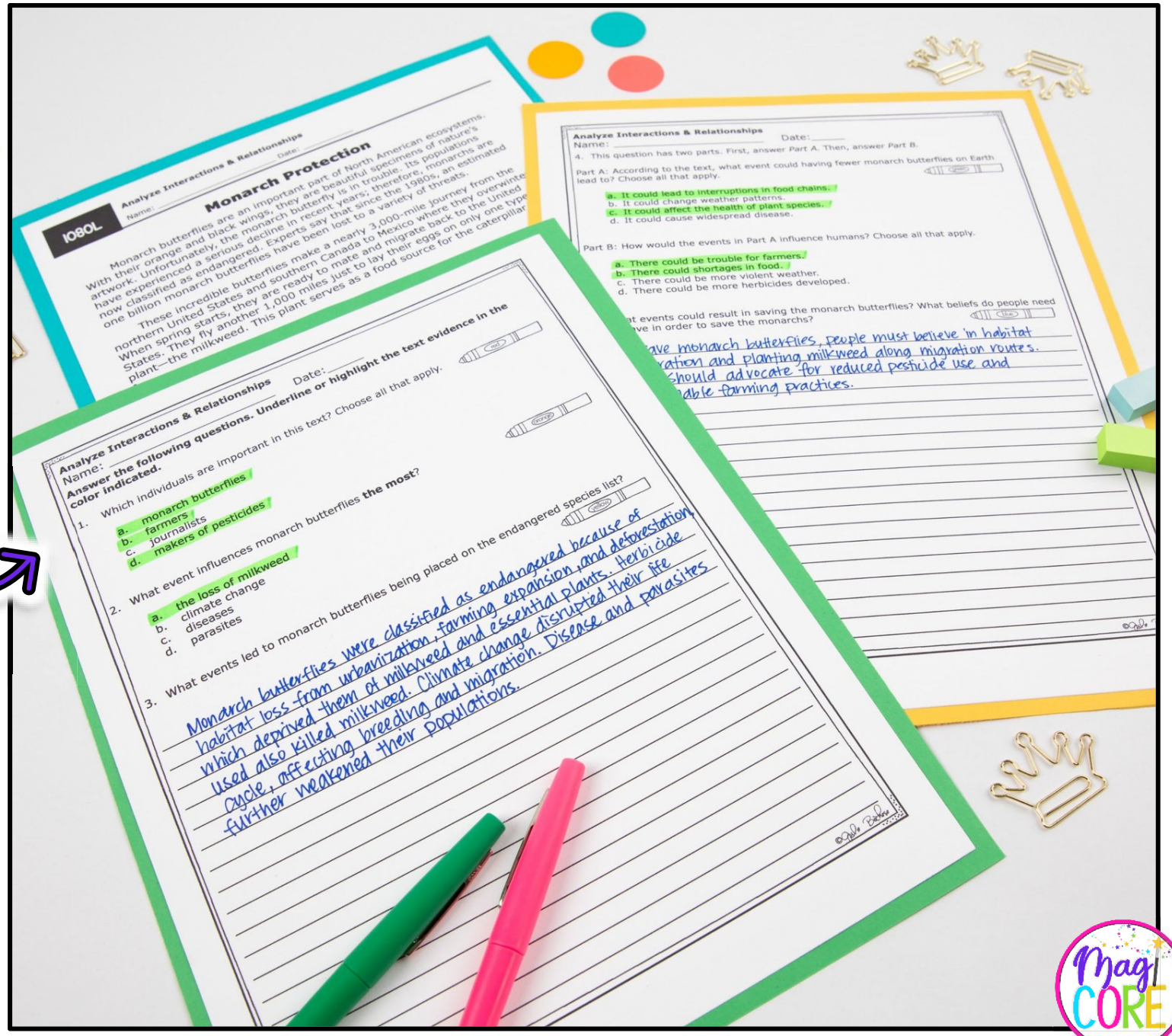
12 NONFICTION PASSAGES

- 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.



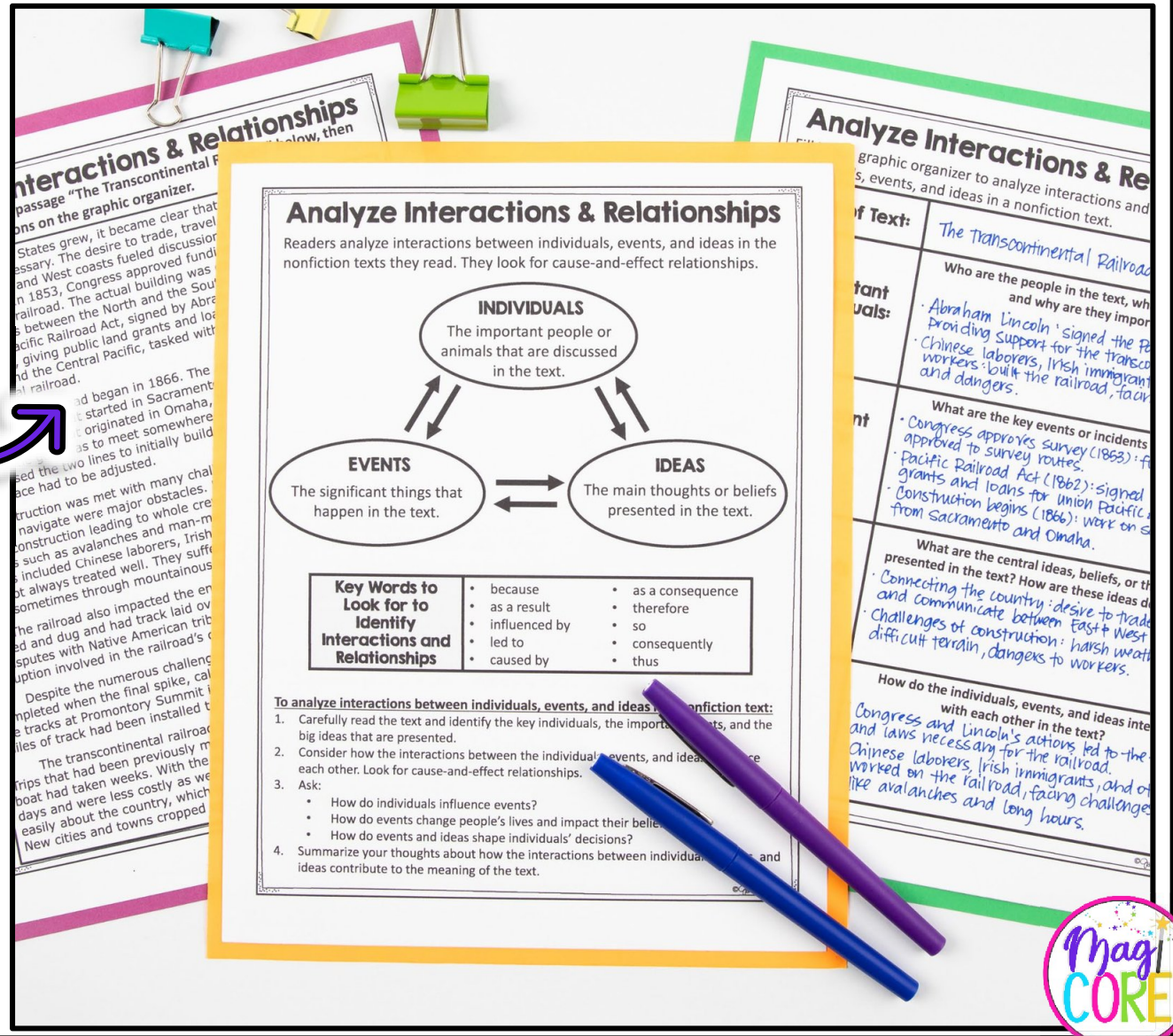
QUESTIONS

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



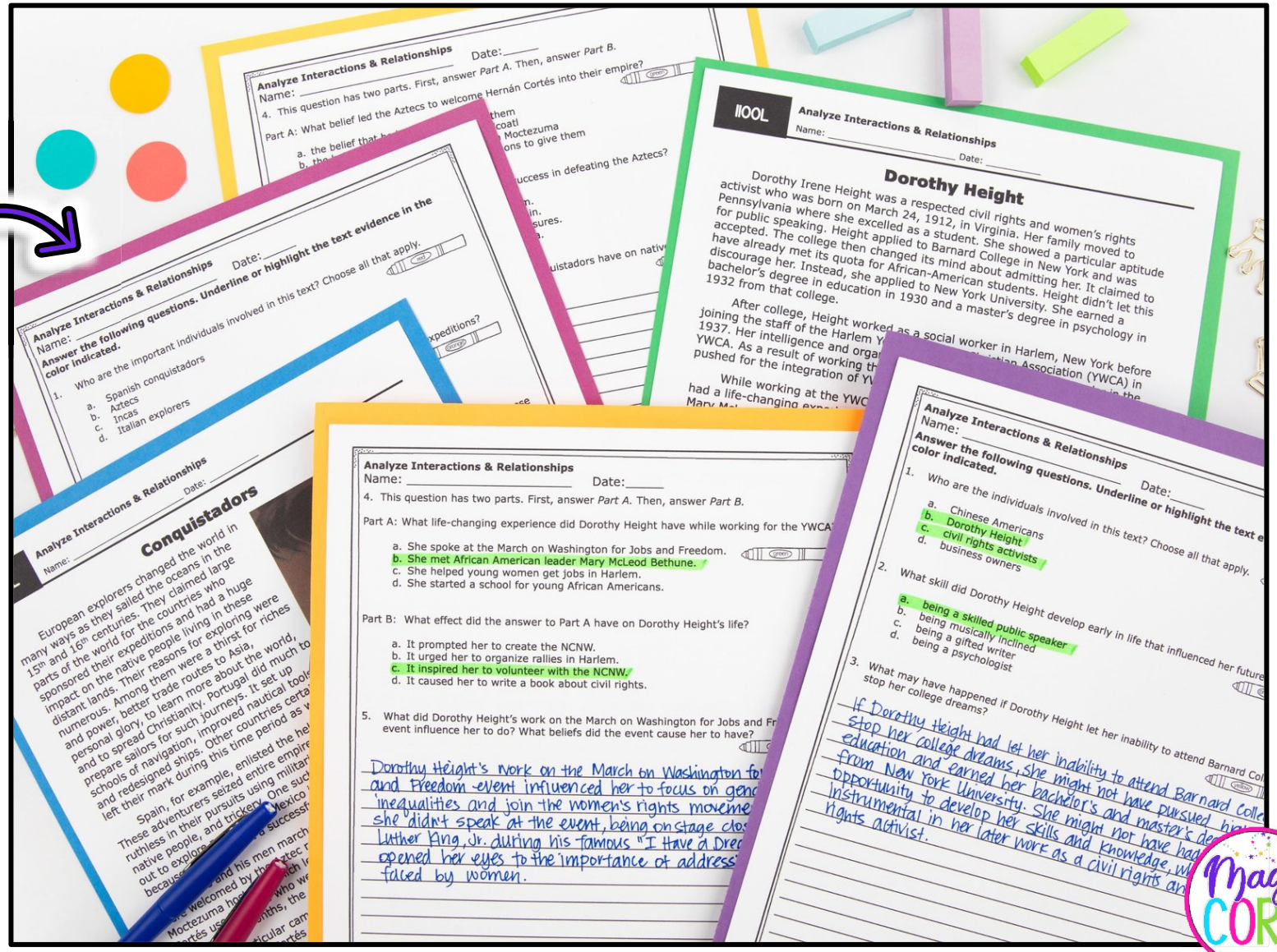
ANCHOR CHART

- Anchor chart breaking down 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



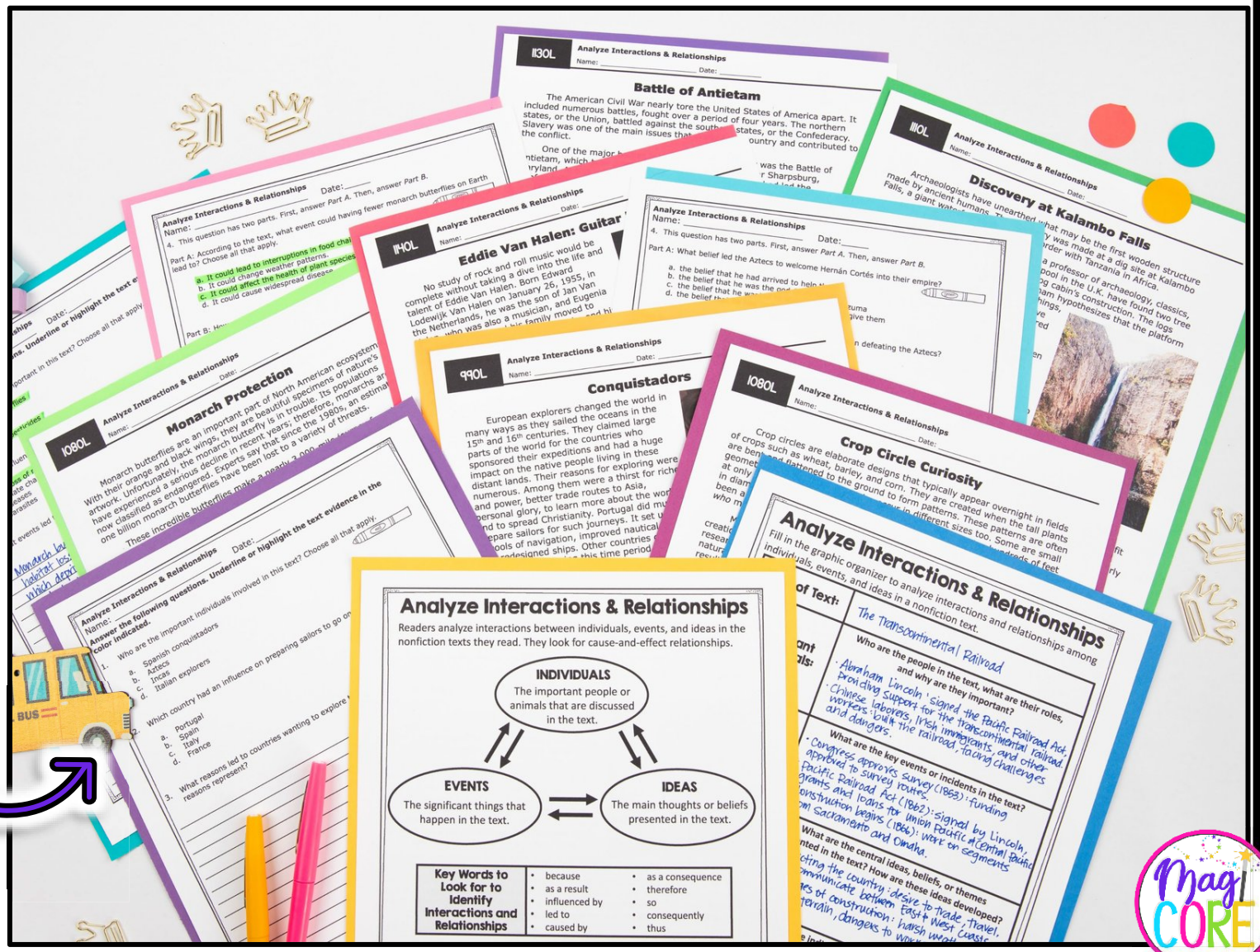
ASSESSMENTS

- 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



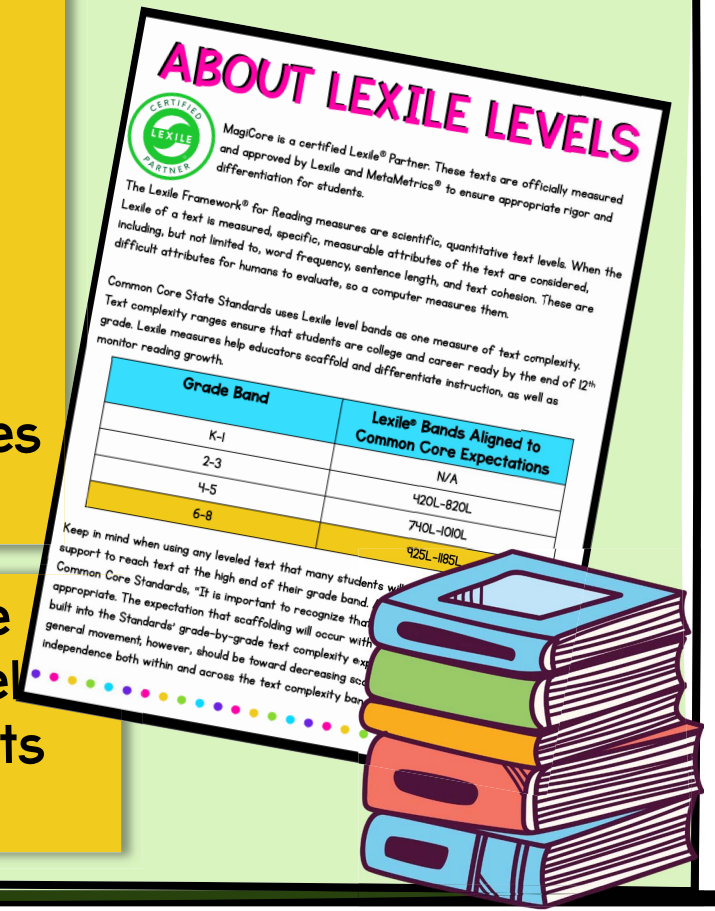
ALIGNS TO SCIENCE OF READING

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 exposure to linguistic and textural features, putting them further behind.

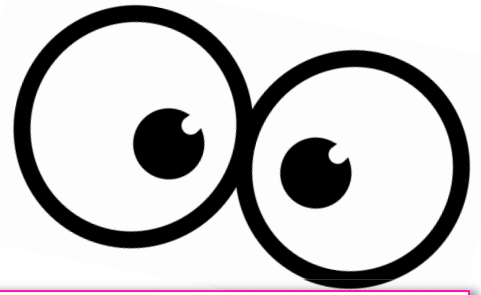
Our texts help students grow full-steam ahead. With certified Lexile levels in the Common Core text complexity band, students will 100% engage with appropriate text and sentence structures, vocabulary, and more. Plus, every passage provides teachers with opportunities to scaffold instruction.



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.

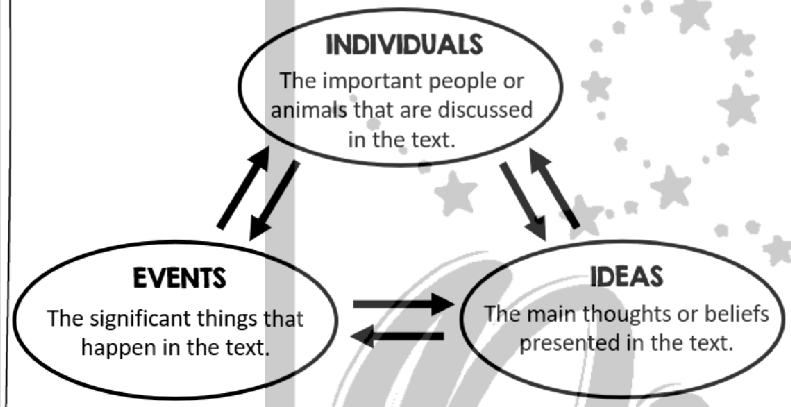
Lead the way! Our texts are leveled to master grade-level expectations and set students up for success.

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 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 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.

©Ruth Bielfeldt

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

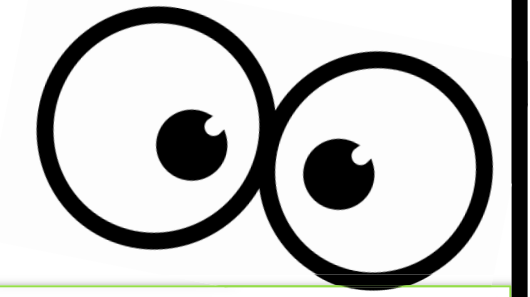
Analyze Interactions & Relationships

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?

Mag CORE

AND ANOTHER PEEK



1000L

Analyze Interactions & Relationships

Name: _____ Date: _____

Hiroshima and Nagasaki



The Allied Powers included the countries of Great Britain, the United States, and the Soviet Union. They defeated Germany in World War II in May of 1945. Japan, one of the Axis Powers along with Germany, however, refused to surrender even though they had little choice of winning. Instead, the country continued to fight. As a result, it racked up large numbers of Allied casualties in the process and showed just how deadly Japanese forces could be. The Allied Powers threatened the Japanese with destruction if they didn't admit defeat and put an end to their attacks. Japan did not concede. United States President Harry Truman made a difficult decision in an attempt to end the war.

The American B-29 bomber *Enola Gay* dropped the world's first deployed atomic bomb named "Little Boy" over the Japanese city of Hiroshima. It used a parachute to do so at 8:15 in the morning on August 6, 1945. The bomb exploded 2,000 feet above the city. Consequently, it created a blast equal to that of about 15,000 tons of TNT. Five square miles of the city were destroyed. An estimated 80,000 people were killed.

Though Hiroshima was devastated, the Japanese still failed to surrender. Three days later, a second bomb was released by the B-29 bomber *Bockscar*. There happened to be thick clouds over Kokura, the target city, on August 9, 1945. This led to the bomb, named "Fat Man," to be dropped on Nagasaki at 11:02 a.m. instead. This bomb was more powerful than the first, but the clouds and the fact that Nagasaki was nestled in the narrow valleys between mountains, limited the blast range. Over 2.5 square miles were destroyed, and 40,000 lives were taken. Like Hiroshima, Nagasaki was in ruins.

These two bombings caused horror and chaos. Survivors faced severe burns, radiation sickness, and epic levels of trauma at having witnessed such events. The obliteration of both cities' infrastructures, hospitals and transportation routes included, made it difficult to provide medical services and relief. The rest of the world was terrified at the power of the atomic bombs as well. Many wondered if it was right for any country to have the capability of such destruction.

On August 15, 1945, Japanese emperor Hirohito declared the country's surrender via radio broadcast. This officially ended World War II with an Allied victory. Use of the atomic bombs, however, would have long-term consequences. The death toll had been staggering, and the survivors suffered in

©Gabi Bakker

Analyze Interactions & Relationships

Name: _____ Date: _____

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

1. Who are the important people in this text? Choose all that apply. (red)

   a. citizens of countries fighting in World War II
   b. U.S. President Harry Truman
   c. Japanese emperor Hirohito
   d. scientists studying atomic bombs

2. Which event influenced the decision to bomb Japanese cities? (orange)

   a. the destruction of American aircrafts
   b. the defeat of German powers
   c. cloudy weather over Japan
   d. Japan's refusal to surrender during World War II

3. What belief about atomic bombs grew as a result of the events at Hiroshima and Nagasaki? (yellow)

©Gabi Bakker

Analyze Interactions & Relationships

Name: _____ Date: _____

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

Part A: What positive event occurred as a result of the bombings of Hiroshima and Nagasaki? (green)

   a. Germany joined the Allied Powers.
   b. The Japanese emperor finally surrendered.
   c. U.S. President Harry Truman was elected.
   d. Other countries began making their own nuclear weapons.

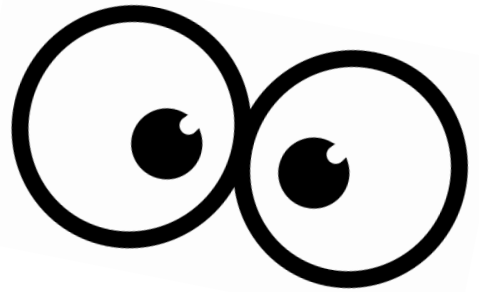
Part B: How did the answer to Part A affect the individuals involved?

   a. The war ended so no more lives were lost.
   b. Support for America's actions grew around the globe.
   c. Survivors quickly recovered after the bombings.
   d. People became fearful around the world.

5. What concerns did the bombings of Hiroshima and Nagasaki raise among individuals? (blue)

MagiCORE

CHECK THIS OUT TOO!



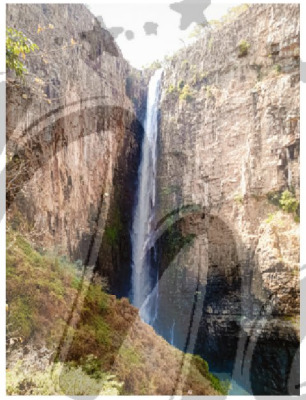
IMOL **Analyze Interactions & Relationships**

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.



Kalambo Falls

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.

©Kylie Barker

Analyze Interactions & Relationships

Name: _____ Date: _____

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. (red)

   a. early humans
   b. archaeologists
   c. Larry Barham
   d. museum curators

2. What is the main event influencing individuals in this passage? (orange)

   a. the discovery of small tools at Kalambo Falls
   b. the discovery of human remains at Kalambo Falls
   c. the discovery of cave paintings at Kalambo Falls
   d. the discovery of notched logs at Kalambo Falls

3. How does the discovery of stone tools near Kalambo Falls influence individuals' beliefs about early human construction? (yellow)

©Kylie Barker

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? (green)

   a. a lack of boats
   b. seasonal flooding
   c. intense heat
   d. the remoteness of the falls

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

   a. It carves new areas to explore in the land.
   b. Waterlogged sediment does not promote decomposition.
   c. It dries out the area, making it easier to dig.
   d. 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? (blue)

MagiCORE

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!

