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

960L

Central Idea & Summary Name: Date:

Electrifying the Roads: Unleashing the Power of the EV

You've likely seen and not heard electric vehicles (EVs) driving on the streets of your community. Electric vehicles are one of modern day's most important inventions. Not only are electric vehicles sleek and faster than ever before, but today's EVs have the ability to change the world.

One of the most remarkable features of EVs is their superior energy efficiency compared to traditional internal combustion engine vehicles. While conventional cars waste a significant portion of the energy generated through fuel combustion as heat and friction, EVs channel nearly all their stored energy directly into propulsion. Traditional gas-powered cars convert between 17-21% of energy into vehicle



Close-up of an electric car charging station.

ment. In contrast, EVs convert 59-62% of energy to power the car. With tors being two to three times more efficient than combustion ls. This results in greater efficiency and reduced energy ative braking systems in EVs capture and convert kinetic city, further maximizing energy efficiency. These only enhance the range and overall performance of electr ntribute to minimizing greenhouse gas emissions and dence on fossil fuels.

ero tailpipe emissions. This is because EVs are pow n batteries, which are used to propel elect no exhaust pipes emitting harm ven when considering th e a significantly

Central Idea & Summary Name: Date:

Answer the following questions. U color indicated.

1. Which statement best expresses t
   a. Electric vehicles offer many
   b. Electric vehicles are fun ca
   c. Gas-powered vehicles are longer distances.
   d. Electric vehicles are diffic

2. What was the author's main pc

are many disadva ic vehicles have b ectric vehicles offer e

Key Detail

Rhinos are endangered largely due to poaching

Key Deta

Rhinos are endangered the loss of natural h

Summ

Rhinos are also endangered due to the loss of their natural habitats. As human populations grow and expand, wildlife h ats are destroyed or fragmented. Additionally, climate change is profoundly a ecting no habitats, particularly in Africa, where droughts are increasingly frequer nd s e. These changes make it difficult for rhinos to find adequate food and wa thus threatening their survival.

In addition, rhinos are endangered because they lack the political wil res ces to protect them. Many countries with rhino populations are beset by corrupt and k the necessary resources to protect these animals effectively. Furthermore, so governments prioritize economic development over conservation efforts, leadi th destruction of wildlife habitats and ons.

Key Detail

save these magnifi increase public awa s to protect them. By e privilege of

Central Idea & Summary Name: Date:

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

Part A: What is the central idea developed in paragraph 4?

a. Electric vehicles are the future.
b. People must do their research before buying an electric vehicle.
c. Electric vehicles are high-performance vehicles, resulting in an exhilarating driving experience.
d. Electric vehicles require minimal maintenance, making them an affordable option long-term.

Part B: Which of the following quotes supports the central idea in Part A?

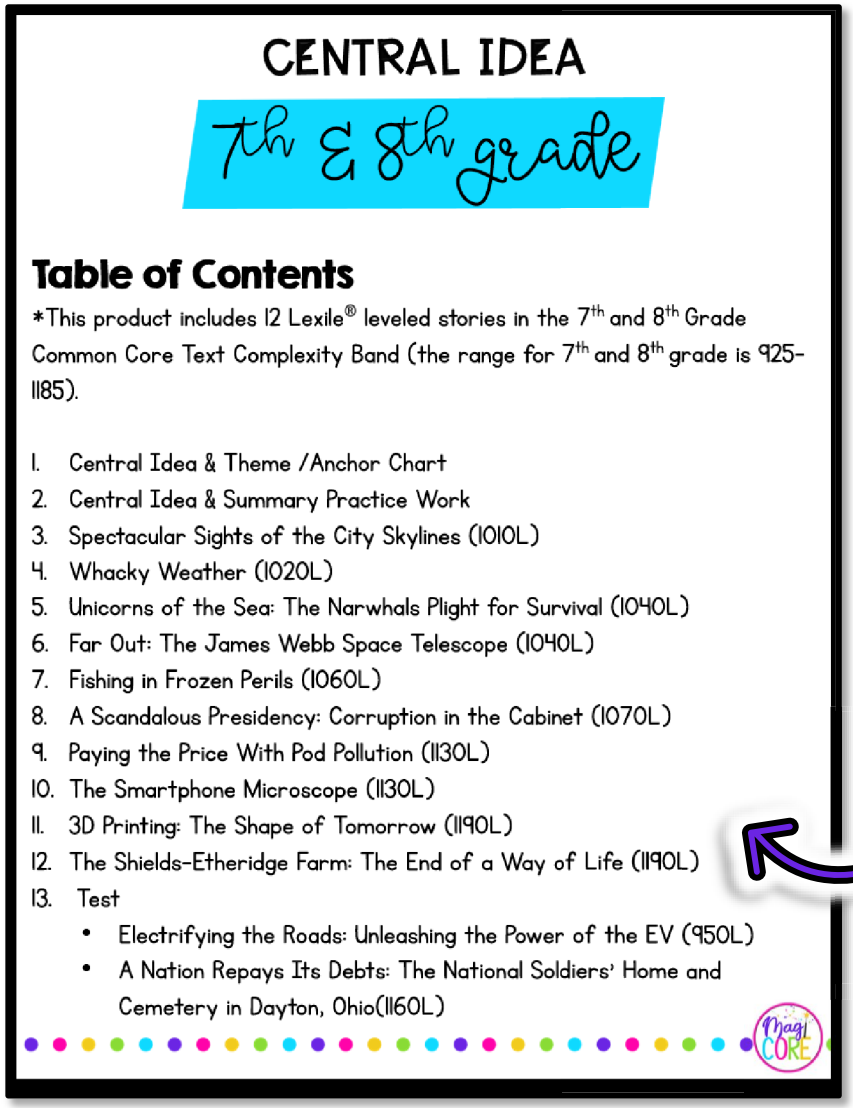
a. "EVs produce zero tailpipe emissions." (paragraph 3)
b. "They don't have complex transmission systems to maintain. EV owners to enjoy reduced maintenance costs and hassle." (paragraph 4)
c. "The electric motors in EVs provide maximum force from the moment you press the accelerator." (paragraph 5)
d. "Electric vehicles (EV) offers a variety of compelling reasons that make it an attractive choice." (paragraph 6)

5. What is the central idea of this article? Write a paragraph explaining the key points that support this idea.

By embracing electric vehicles, we c ave the way for a more sustainable transporta. improved air quality and a healthi generations. The text explicitly produce zero tailpipe emissions many drivers their environmental EVs contribute to a cleaner and by producing zero tailpipe emissions

CENTRAL IDEA & SUMMARY

WHAT'S INSIDE?



CENTRAL IDEA

7th & 8th grade

Table of Contents

*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).

1. Central Idea & Theme /Anchor Chart
2. Central Idea & Summary Practice Work
3. Spectacular Sights of the City Skylines (1010L)
4. Whacky Weather (1020L)
5. Unicorns of the Sea: The Narwhals Plight for Survival (1040L)
6. Far Out: The James Webb Space Telescope (1040L)
7. Fishing in Frozen Perils (1060L)
8. A Scandalous Presidency: Corruption in the Cabinet (1070L)
9. Paying the Price With Pod Pollution (1130L)
10. The Smartphone Microscope (1130L)
11. 3D Printing: The Shape of Tomorrow (1190L)
12. The Shields-Etheridge Farm: The End of a Way of Life (1190L)
13. Test
    - Electrifying the Roads: Unleashing the Power of the EV (950L)
    - A Nation Repays Its Debts: The National Soldiers' Home and Cemetery in Dayton, Ohio(1160L)

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

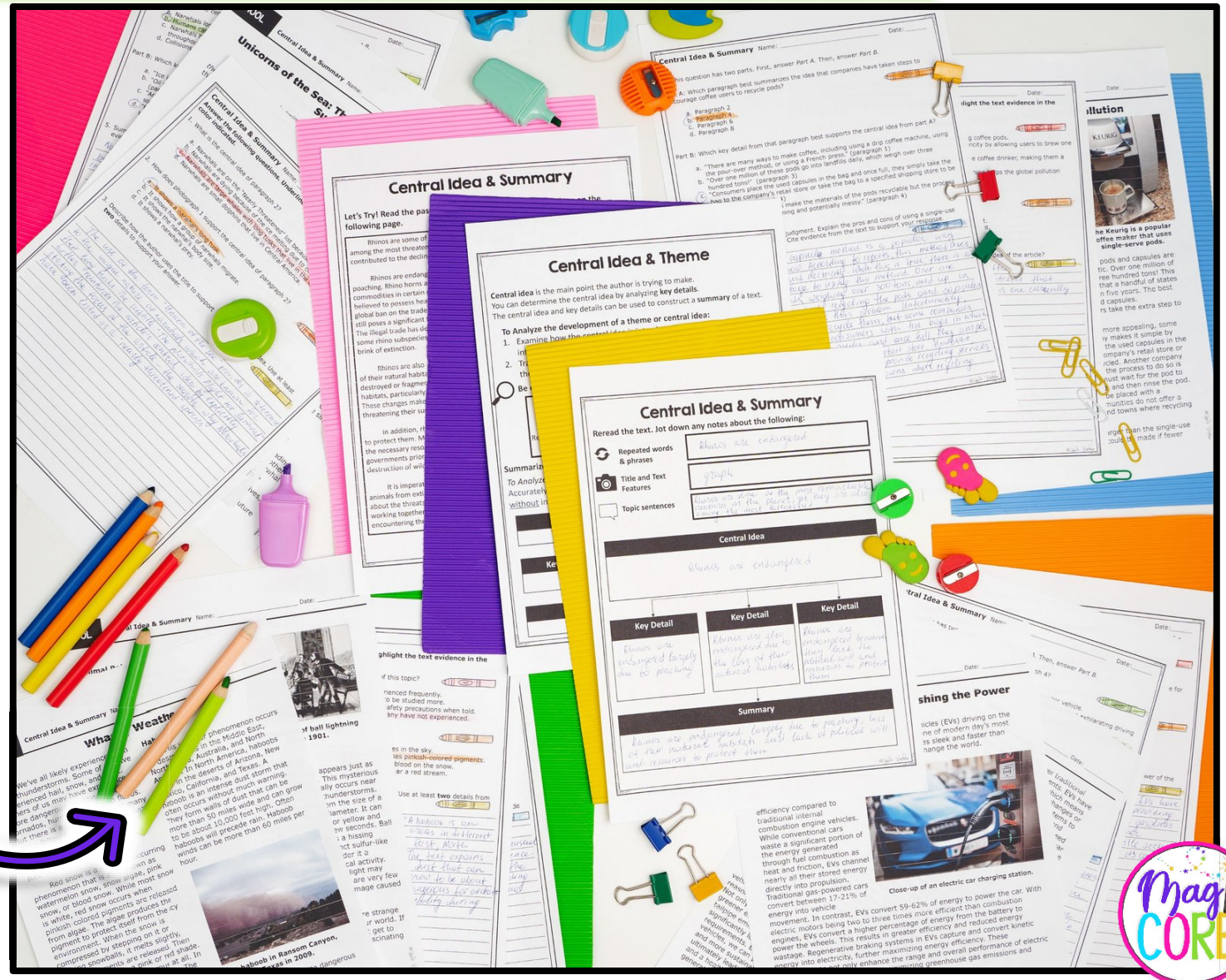
- Anchor chart and question sets
- Color coding to encourage students to use text evidence
- AND two assessments on nonfiction reading passages

Printable 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.



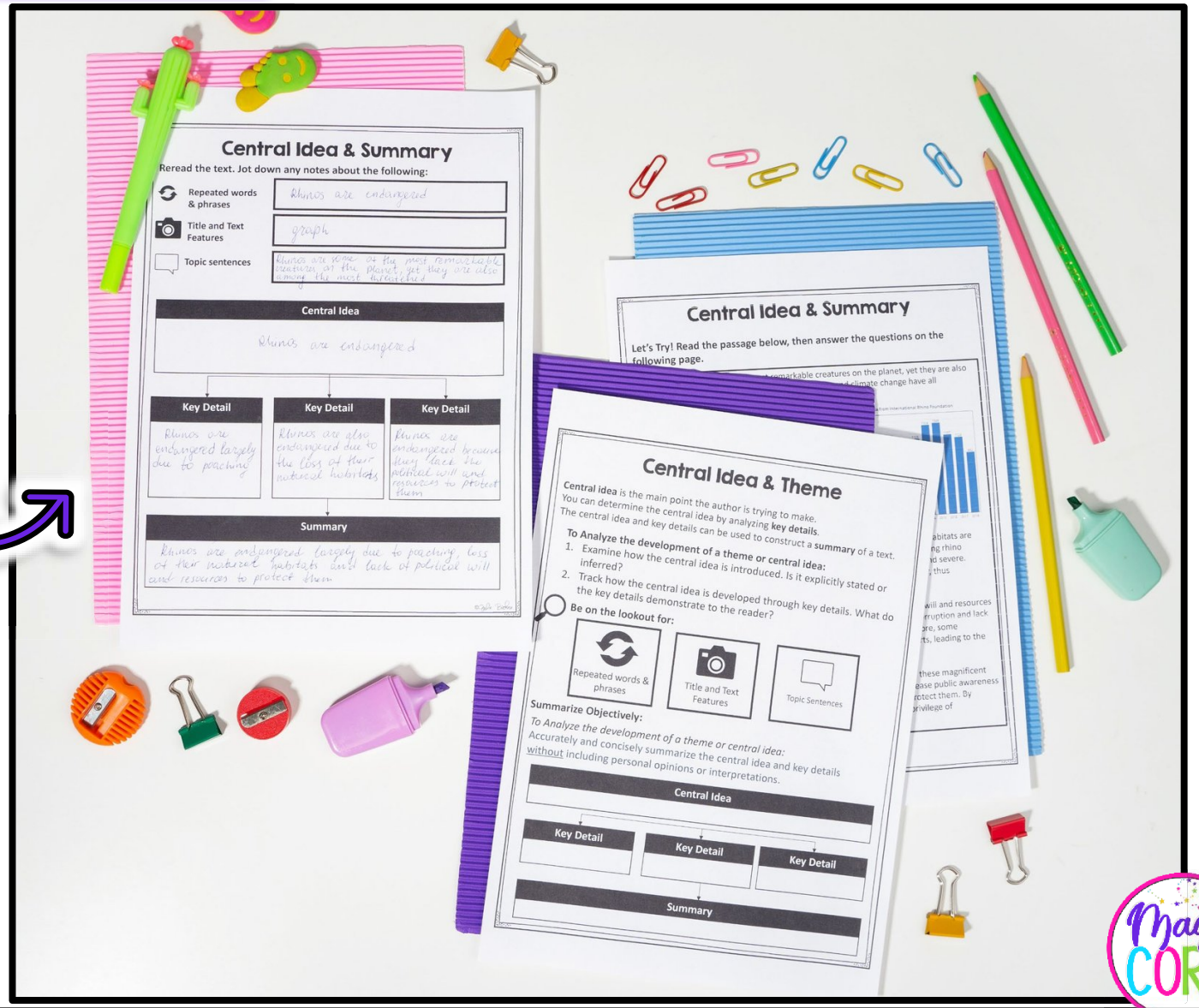
QUESTIONS

- 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 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



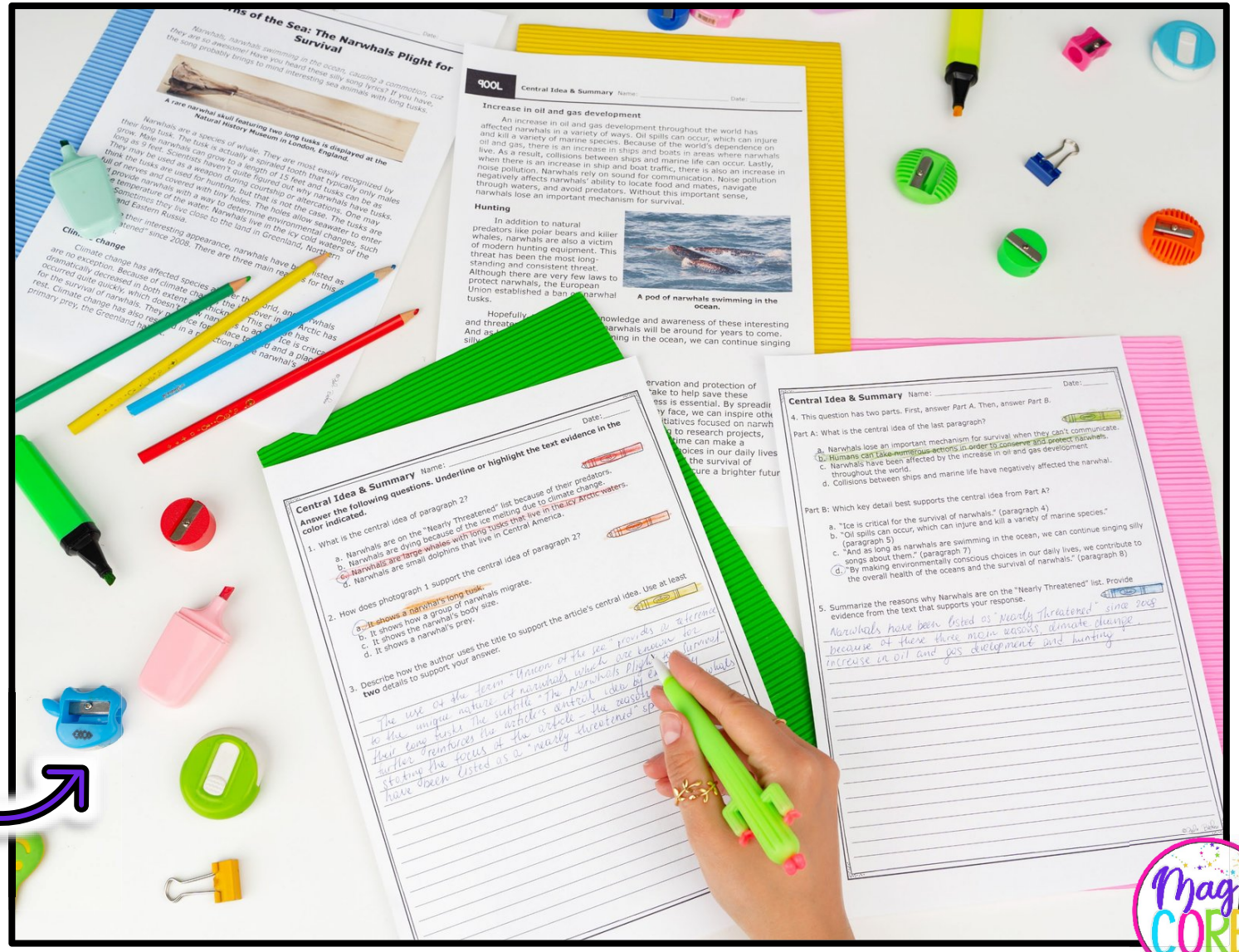
ASSESSMENTS

- 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



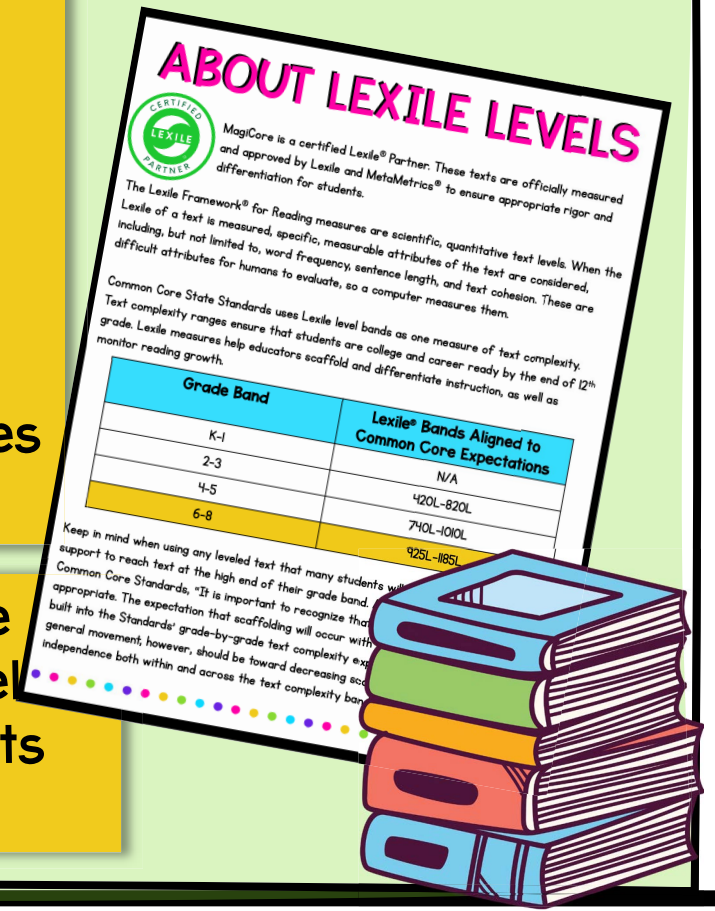
ALIGNS TO SCIENCE OF READING

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

Central Idea & Theme

Central idea is the main point the author is trying to make.
You can determine the central idea by analyzing **key details**.
The central idea and key details can be used to construct a **summary** of a text.

To Analyze the development of a theme or central idea:

1. Examine how the central idea is introduced. Is it explicitly stated or inferred?
2. Track how the central idea is developed through key details. What do the key details demonstrate to the reader?

Be on the lookout for:

- Repeated words & phrases
- Title and Text Features
- Topic Sentences

Summarize Objectively:

To Analyze the development of a theme or central idea:
Accurately and concisely summarize the central idea and key details without including personal opinions or interpretations.

Central Idea

Key Detail | **Key Detail** | **Key Detail**

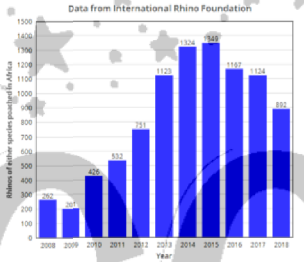
Summary

Central Idea & Summary

Let's Try! Read the passage below, then answer the questions on the following page.

Rhinos are some of the most remarkable creatures on the planet, yet they are also among the most threatened. Poaching, habitat loss, and climate change have all contributed to the decline of rhino populations.

Rhinos are endangered largely due to poaching. Rhino horns are highly coveted commodities in certain cultures, where they are believed to possess healing powers. Despite a global ban on the trade of rhino horns, poaching still poses a significant threat to rhino populations. The illegal trade has decimated populations of some rhino subspecies and brought others to the brink of extinction.



Rhinos are also endangered due to the loss of their natural habitats. As human populations grow and expand, wildlife habitats are destroyed or fragmented. Additionally, climate change is profoundly affecting rhino habitats, particularly in Africa, where droughts are increasingly frequent and severe. These changes make it difficult for rhinos to find adequate food and water, thus threatening their survival.

In addition, rhinos are endangered because they lack the political will and resources to protect them. Many countries with rhino populations are beset by corruption and lack the necessary resources to protect these animals effectively. Furthermore, some governments prioritize economic development over conservation efforts, leading to the destruction of wildlife habitats and a decline in rhino populations.

It is imperative that we take swift and concerted action to save these magnificent animals from extinction. We must support conservation efforts, increase public awareness about the threats facing rhinos, and advocate for stronger laws to protect them. By working together, we can ensure that future generations have the privilege of encountering these remarkable animals in their natural habitats.

Central Idea & Summary

Reread the text. Jot down any notes about the following:

- Repeated words & phrases
- Title and Text Features
- Topic sentences

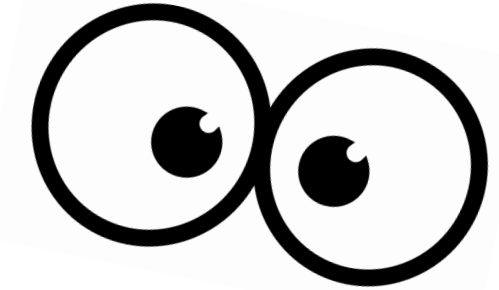
Central Idea

Key Detail | **Key Detail** | **Key Detail**

Summary

Magi CORE

AND ANOTHER PEEK



IOIOL **Central Idea & Summary** Name: _____ Date: _____

Spectacular Sights of the City Skylines

Walk down the streets of any large city, and you're sure to pass multiple skyscrapers soaring tall into the air. New York City, Chicago, Hong Kong, and London are just a handful of the large metropolises throughout the world whose skies are dotted with these modern marvels.

These modern marvels were made possible by innovations in the architectural and engineering industries. Most importantly, the invention of a process to inexpensively produce steel allowed skyscrapers to be constructed. Steel was much stronger than the bricks and wood that had been used to construct buildings. Henry Bessamer, an English inventor, developed the technique that could mass produce steel. Initially, skyscrapers were relatively short. The first, the Home Insurance Building in Chicago, was completed in 1885. But engineers and architects had their sights set much higher.

Eventually, George A. Fuller, an American architect, came up with a new way to allow buildings to bear more weight. The outside walls of buildings carried the entire load of the weight. Fuller determined that a building would bear more weight and be built higher if a steel "skeleton" could be built inside the building. He developed a method for making steel cages that would be used for constructing future, taller skyscrapers.



George A. Fuller, American Architect

The higher skyscrapers get, the harder and more time-consuming it is to get to the higher floors. Thus, the invention of the electric elevator in 1883 made it much easier to travel between floors. Now, engineers and architects had all of the tools they needed to set their limits sky-high.

While all skyscrapers are a marvel to look at, with their diversity of style and materials, there are few throughout the world that stand out.

©Ruth Packer

Central Idea & Summary Name: _____ Date: _____

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

1. What is the central idea of paragraph 1? (red)

   a. The invention of steel made skyscrapers possible.
   b. The Empire State Building is the tallest skyscraper in the country.
   c. Skyscrapers are tall buildings.
   d. There are many skyscrapers in large cities throughout the world.

2. Which word best describes George Fuller? (orange)

   a. courageous
   b. innovative
   c. conservative
   d. secretive

3. Why was George Fuller significant to the development of the skyscraper? Include details from the text to support your answer. (yellow)

©Ruth Packer

Central Idea & Summary Name: _____ Date: _____

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

Part A: Read the sentence below from paragraph 4.

Now, engineers and architects had all of the tools they needed to set their limits sky-high.

What idea does this key detail support? (green)

   a. Skyscrapers are tall buildings that are mostly seen in large cities.
   b. Skyscrapers could now be built even taller due to the invention of steel.
   c. Skyscrapers could now be built even taller due to the invention of the elevator.
   d. Skyscrapers could no longer be built because they were dangerous to society.

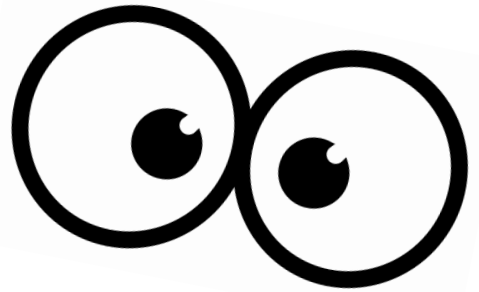
Part B: How does the central idea of paragraph 4 support the central idea of the entire passage?

   a. This paragraph explains who invented the skyscraper.
   b. This paragraph gives an example of a tall skyscraper.
   c. This paragraph tells the reader that skyscrapers are found in big cities.
   d. This paragraph explains how it was possible for skyscrapers to become taller.

5. Describe how paragraphs 5, 6, and 7, contribute to the development of the central idea of the article. Include **three** details from the text to support your answer. (blue)

MagiCORE

CHECK THIS OUT TOO!



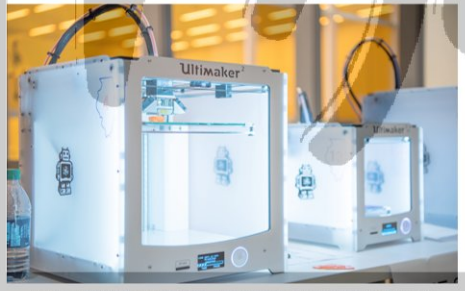
1190L **Central Idea & Summary** Name: _____ Date: _____

3D Printing: The Shape of Tomorrow

3D printers are a way of creating three-dimensional (3D) solid objects. This method of printing uses fused deposition modeling, which means that objects are printed from the bottom up, a single layer at a time. There are three main steps to creating an object using a 3D printer. First, the object is developed on a computer using special software. Next, the object is created and sent to the 3D printer. The printer divides the 3D object into two-dimensional, cross-sectional layers. When the layers are stacked, the object is created. The object is then printed using a material, typically plastic. The printing process can take from less than an hour to many days, depending on the size of the object and how complicated or intricate the object is. When the object has been printed, the last step is finishing. Sometimes minor adjustments must be made to improve the appearance of the object, such as removing extra material that the printer required to support the model during the printing phase.

3D printers are changing the world of manufacturing and, as a result, impacting the world in a positive way. Businesses and entrepreneurs use 3D printers to rapidly develop prototypes of new products. In the past, traditional manufacturing processes could take months or years to produce a prototype. Now, 3D printers are used to create a prototype quickly and cheaply so that businesses can easily see their product, make any necessary changes, and get their product into the market.

3D printers allow greater design freedom. Product designers are not confined to the limitations of the traditional manufacturing process. Now they can develop products that have more intricate designs and complex shapes. Because of this, 3D printers allow designers to create products that are more functional.



Several 3D printers on display at HackIllinois.

©Ophelia Backhaus

Central Idea & Summary Name: _____ Date:_____

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

1. What is a 3D printer?

   red

   a. A device that creates three-dimensional objects using fused deposition modeling.
   b. A device that makes paper using special machines for breaking down the trees.
   c. A computer that uses special algorithms that calculate distances traveled.
   d. A copier that scans, uploads, and faxes important documents to others.

2. How does a 3D printer help businesses?

   orange

   a. It sends faxes to other businesses to get information there quickly.
   b. It develops prototypes quickly to get products to market faster.
   c. It creates slideshow presentations and markets the products online.
   d. It helps the business manage its finances in a more efficient manner.

3. Read the sentence from paragraph 3.

   Product designers are not confined to the limitations of the traditional manufacturing process.

   What central idea does this key detail support?

   yellow

©Ophelia Backhaus

Central Idea & Summary Name: _____ Date:_____

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

   Part A: What is the central idea of paragraph 5?

   green

   a. Medical facilities can use 3D printers to produce life-saving apparatuses.
   b. 3D printers allow greater design freedom for businesses.
   c. 3D printers are good for businesses because they recycle.
   d. Using a 3D printer is more efficient and environmentally friendly.

   Part B: Which of the following quotes supports the main idea of paragraph 5?

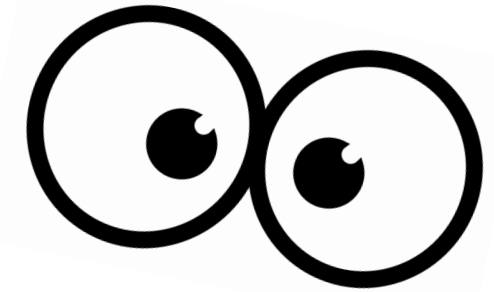
   a. "When the layers are stacked, the object is created." (paragraph 1)
   b. "These printers can be used to create prosthetic limbs that work perfectly with each person's unique physiology." (paragraph 4)
   c. "When using 3D printing, individual items can be produced, often using recycled materials." (paragraph 5)
   d. "In traditional methods of manufacturing, large batches often have to be created, even when only a small number is needed." (paragraph 5)

5. How does the photograph on page 2 support the central idea of the text? Use evidence from the text to support your response.

   blue

MagiCORE

DON'T FORGET THIS!



1060L **Central Idea & Summary** Name: _____ Date: _____

Fishing in Frozen Perils

If you live in a cold climate where lakes freeze over during the winter months, you might be familiar with ice fishing. While this cold-weather sport is a fun, relaxing, social activity for many, it also comes with risks.

What Is Ice Fishing?

Ice fishing is the sport of catching fish with fishing rods or spears through a hole in the ice of a frozen body of water. The water must freeze to a safe thickness of ice before the hole can be created. Sometimes fishermen and women fish the hole in the open air. Other times, structures are created around the hole so that those fishing can stay warmer in an enclosed area. As with any other type of fishing, patience is key. A good understanding of the fish in the area is needed, so the correct bait is used to lure fish to the hole.



Ice fishermen build shields of snow around their fishing holes to protect their eyes from the wind. (Photograph 1)



An ice fisherman landing his catch. (Photograph 2)

Why Is Ice Fishing Dangerous?

Like any sport, there are dangers associated with ice fishing. But as long as a person prepares appropriately and takes the necessary precautions, ice fishing can be safe and enjoyable.

Ice is the most dangerous aspect of ice fishing. Ice is slick, so slipping and falling on the ice is a common occurrence. Most of the falls will result in bruises and sprains. More serious falls may result in broken bones or concussions. Falling through an ice fishing hole is a possibility, but this is often avoided because most ice fishermen and women mark the holes they have drilled in the ice.

©Julie Bachler

Central Idea & Summary Name: _____ Date: _____

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

1. What is the central idea of the subheading titled, "What Is Ice Fishing?"

   a. Ice fishing is a dangerous sport that has taken many lives.
   b. An ice fishing rod is an expensive tool that one needs in order to ice fish.
   c. Ice fishing tournaments can be expensive and time-consuming.
   d. Ice fishing is the sport of catching fish with a rod or spear through a hole in the ice.

2. How does photograph 1 support the central idea of paragraph 3?

   a. It shows people protecting themselves from the dangers of ice fishing.
   b. It highlights the gear that ice fishermen wear while ice fishing.
   c. It shows how powerful a fish can be when caught.
   d. It depicts a man participating in a boating event on the lake.

3. What was the author's main point in paragraph 4? Use at least **two** details from the text to provide evidence for your response.

©Julie Bachler

Central Idea & Summary Name: _____ Date: _____

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

Part A: What is the main idea of paragraph 6?

   a. There are many dangers one can encounter when ice fishing.
   b. Ice fishing is a fun and safe sport.
   c. Frostbite is a dangerous aspect of ice fishing.
   d. Safety precautions must be taken when ice fishing.

Part B: Which sentence from paragraph 6 provides evidence for the answer to part A?

   a. "The water must freeze to a safe thickness of ice before the hole can be created." (paragraph 2)
   b. "Ice is slick, so slipping and falling on the ice is a common occurrence." (paragraph 4)
   c. "Frostbite is another possible danger because of exposure to sub-zero temperatures for extended periods of time." (paragraph 6)
   d. "However, this can be easily avoided by dressing appropriately for the weather." (paragraph 6)

5. What are the inconsistencies of the central message? Provide key evidence from the text in your response.

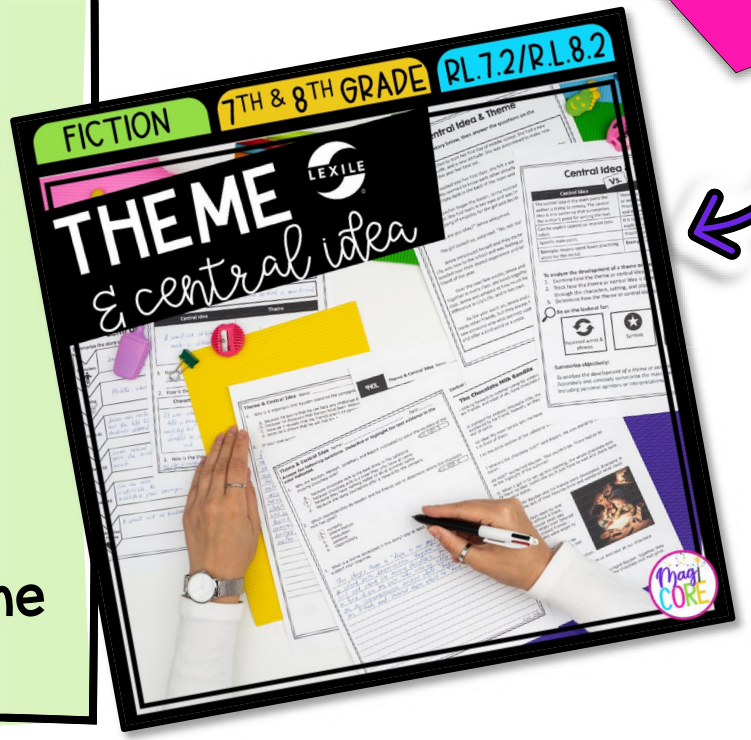
MagiCORE

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!



MagiCORE