



Grade **7**

GEORGIA **ENGLISH** LANGUAGE ARTS LITERACY **GMAS Practice**

Updated for 2021-22



ONLINE

2 GMAS Practice Tests
7 Question Types

COVERS 40+ SKILLS

Important Instruction

Students, Parents, and Teachers can use the URL or QR code provided below to access two full-length Lumos GMAS practice tests. Please note that these assessments are provided in the Online format only.

URL
Visit the URL below and place the book access code http://www.lumoslearning.com/a/tedbooks Access Code: xxxx-xxxx

INTRODUCTION

This book is specifically designed to improve student achievement on the Smarter Balanced Assessment Consortium (GMAS) Test. With over a decade of expertise in developing practice resources for standardized tests, Lumos Learning has designed the most efficient methodology to help students succeed on the state assessments (See Figure 1).

Lumos Smart Test Practice provides students GMAS assessment rehearsal along with an efficient pathway to overcome any standards proficiency gaps. Students perform at their best on standardized tests when they feel comfortable with the test content as well as the test format. Lumos online practice tests are meticulously designed to mirror the GMAS assessment. It adheres to the guidelines provided by the GMAS for the number of questions, standards, difficulty level, sessions, question types, and duration.

The process starts with students taking the online diagnostic assessment. This online diagnostic test will help assess students' proficiency levels in various standards.

After completion of the diagnostic assessment, students can take note of standards where they are not proficient. This step will help parents and educators in developing a targeted remedial study plan based on a student's proficiency gaps.

Once the targeted remedial study plan is in place, students can start practicing the lessons in this workbook that are focused on specific standards.

After the student completes the targeted remedial practice, the student should attempt the second online GMAS practice test. Record the proficiency levels in the second practice test to measure the student progress and identify any additional learning gaps. Further targeted practice can be planned

Lumos Smart Test Prep Methodology

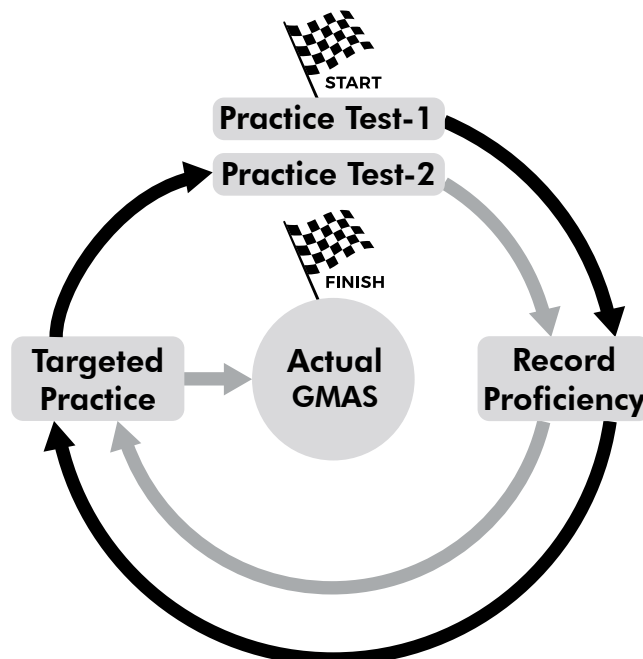


Figure 1

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Chapter 1

Lumos Smart Test Prep Methodology

Step 1: Access Online GMAS Practice Test

Use the URL and access code provided below or scan the QR code to access the first GMAS practice test to get started. The online GMAS practice test mirrors the actual Smarter Balanced assessments in number of questions, item types, test duration, test tools and more.

After completing the test, your student will receive immediate feedback with detailed reports on standards mastery. With this report, use the next section of the book to design a practice plan for your student.

URL

Visit the URL below and place the book access code

<http://www.lumoslearning.com/a/tedbooks>

Access Code: xxxxx-xxxxx

Step 2: Review the Personalized Study Plan Online

After student complete the online Practice Test 1, student can access their individualized study plan from the table of contents (Figure 2).

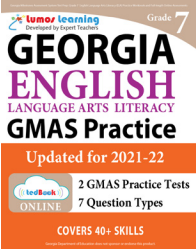
Parents and Teachers can also review the study plan through their Lumos account.

Lumos StepUp GMAS Online Practice and Assessments Grade 7 ELA						
HOMEWORK						
Lesson Name	Total Questions	Total Points	Incorrect	Student Score	% Score	Pending
PT1 Practice Test I	4	4	3	1	25%	0
CAT I	4	4	3	1	25%	
PT I						

Study Plan

[BACK COURSE](#)

Lumos Smart Test Practice: Personalized Study Plan for Sam




Lumos StepUp - GMAS Online Practice and Assessments - Grade 7 ELA

Based on your performance in the online Practice Test 1, we recommend the following additional practice. Please uses the related lessons in the Grade 7 GMAS ELA practice book you purchased.

Upgrade to Full Program

50

90


EXPORT AS EXCEL

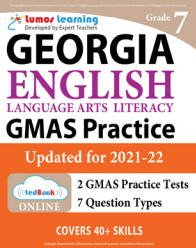
Lesson Name	Standard Info	<input type="checkbox"/> Targeted practice status	Percentage Score
Reading Literature			
Prove It! (With Evidence from the Text)	RL.7.1	<input type="checkbox"/>	0%
Use Those Clues - Make an Inference	RL.7.1	<input type="checkbox"/>	0%
And the Point of This is...?	RL.7.2	<input type="checkbox"/>	0%

Step 3: Complete Targeted Practice

Using the information provided in the study plan report, complete the targeted practice using the appropriate lessons to overcome proficiency gaps. With lesson names included in the study plan, find the appropriate topics in this workbook and answer the questions provided. Students can refer to the answer key and detailed answers provided for each lesson to gain further understanding of the learning objective. Marking the completed lessons in the study plan after each practice session is recommended. (See Figure 3)

BACK COURSE

Lumos Smart Test Practice: Personalized Study Plan for Sam




GEORGIA ENGLISH
LANGUAGE ARTS LITERACY
GMAS Practice
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5090


EXPORT AS EXCEL

Lesson Name	Standard Info	<input type="checkbox"/> Targeted practice status	Percentage Score
Reading Literature			
Prove It! (With Evidence from the Text)	RL.7.1	<input checked="" type="checkbox"/>	0%
Use Those Clues - Make an Inference	RL.7.1	<input checked="" type="checkbox"/>	0%
And the Point of This is...?	RL.7.2	<input type="checkbox"/>	0%

Figure 3

Step 4: Access the Practice Test 2 Online

After completing the targeted practice in this workbook, students should attempt the second GMAS practice test online. Using the student login name and password, login to the Lumos website to complete the second practice test.

Step 5: Repeat Targeted Practice

Repeat the targeted practice as per Step 3 using the second study plan report for Practice test 2 after completion of the second GMAS rehearsal.



Name: _____

Date: _____

Chapter 2 - Reading: Literature

The objective of the Reading Literature standards is to ensure that the student is able to read and comprehend literature (which includes stories, drama and poetry) related to Grade 7.

To help students master the necessary skills, information to help the student understand the concepts related to the standard is given. Along with this, we encourage the student to go through the resources available online on EdSearch to gain an in depth understanding of these concepts. The EdSearch page for each lesson can be accessed with the help of the url or the QR code provided.

A small map is provided after each passage or text in which the student can enter the details as understood from the literary text. Doing this will help the student to refer to key points that help in answering the questions with ease.



Chapter 2

Lesson 1: Prove It! (With evidence from the text)

Let us understand the concept with an example.

Inferences from a text: After reading a text, an inference is an idea or conclusion that the reader has made or reached that was not in the text but is based on information that was in the text.

Managing the North American Lobster Population

Lobsters are an expensive delicacy today, but they were not always so highly valued or regarded. Hundreds of years ago, lobsters were so plentiful and easy to catch in shallow water near the shoreline that Native Americans used them to fertilize their fields and to bait their hooks for fishing. In colonial times, lobsters were considered “poverty food” and harvested by hand along the shoreline to be served to prisoners and indentured servants, and widows and children dependent on charitable donations.

Until about 1840, the lobster industry was fairly localized to the areas where the lobsters were caught, because lobster meat would spoil easily if not refrigerated, and there were no refrigerated trucks or air freight capabilities or dry ice sufficient to protect them in shipment. But then a new food manufacturing process changed all that.

What manufacturing process are we referring to? It is believed that the single most important factor which resulted in the exploitation of the lobster resource was the sudden success of the canning industry. The spreading fame of Maine lobsters and the lack of adequate facilities for the distribution of fresh product were the factors that stimulated the beginning of the canning industry in 1840. According to United States government data, the number of canneries grew and the volume of canned lobster meat produced increased also. The canneries were very efficient at processing.

Why, then, did the lobster meat canning industry collapse 40 years later? Because they were so efficient and canned so many pounds of the larger lobsters, there reached a time when the only lobsters being caught were smaller lobsters. Only twenty years later, the canneries were stuffing meat from half-pound lobsters into the tins for processing, a sign that the fishery had been overfished by then. The success of the canning industry made obvious the need for preservation and law enforcement if the fishery was to survive. Following the collapse of the canning industry, the fresh lobster industry took over the commercialization of the fishery. This meant the building of lobster pounds. Using the circulating salt water facilities at the pounds for storing lobsters live, dealers could wait for the price of lobster to increase or allow a newly-molted lobster time to harden its shell. These live-storage facilities became the backbone of the modern lobster industry. State government licensing data indicates that the number of lobster pounds established grew steadily from the 1880’s until the 1990’s. Laws



Name: _____

Date: _____

to protect the lobster population from overfishing were introduced, including minimum size limits, specific periods during the year when lobstering is not allowed, requiring lobstermen to throw back female lobsters carrying eggs and the requirement that lobstermen be licensed.

Your assignment: Summarize the main ideas of this article and text that supports these ideas, and explain any inferences you make from the text.

This is what you might write.

Lobsters were very plentiful and not highly valued as food up until the 1840's. One reason they were plentiful was that they were only consumed locally; canning and refrigeration equipment had not yet been invented, so lobsters could not be shipped very far. But the reputation of lobsters as desirable food was growing, so there was increasing demand.

The need to send lobsters long distances to meet a growing demand resulted in the development of equipment that could seal lobster meat in cans, eliminating the need for refrigeration and allowing shipment over long distances. And so the canning industry was born and grew in size, according to U.S. government data. But some 40 years later, the canning industry for lobster meat collapsed. The canning process was so efficient it depleted the lobster population so that only younger, smaller lobsters were left to be caught. The lobster population had been overfished. The success of the canning industry made obvious the need for preservation and law enforcement if the fishery was to survive. The fresh lobster industry emerged to replace the canning industry. Keeping lobsters alive meant building lobster pounds, which used circulating salt water for storing lobsters live. These live-storage facilities became the backbone of the modern lobster industry and are helping it survive today. Also helping the industry and the lobster population survive are legal protections, such as minimum size limits, specific periods during the year when lobstering is not allowed, requiring lobstermen to throw back female lobsters carrying eggs and the requirement that lobstermen be licensed.

What I infer from this article is that government agencies and conservationists must be alert and focused on the protection of all animal and plant species, and must take actions to prevent these species from extinction. Otherwise, situations like overfishing of the lobster population or polluting the environment can be a threat to these species.

Name: _____

Date: _____




You can scan the QR code given below or use the url to access additional EdSearch resources including videos and mobile apps related to *Prove it! (With evidence from the text)*.

Categories


- ☐ Questions (8)
- ☐ Pin (6)
- ☐ Videos (4)
- ☐ Apps (1)
- Popular Searches ▼
- Recent Searches ▼

About 19 results (0.007 seconds)


Extended Metaphor Poetry Writing - Information Media Literacy, Critical Thinking/problem Solving Skills, Creative Thinking, Communication Skills, Collaboration



Resource: Pin



Prove It! (With evidence from the text)

URL	QR Code
http://www.lumoslearning.com/a/rl71	



Name: _____

Date: _____

From Scouting for Boys

"Hi! Stop Thief!" shouted old Blenkinsopp as he rushed out of his little store near the village. "He's stolen my sugar. Stop him."

Stop whom? There was nobody in sight running away, "Who stole it?" asked the policeman.

"I don't know, but a whole bag of sugar is missing. It was there only a few minutes ago." The policeman tried to track the thief, but it looked a pretty impossible job for him to single out the tracks of the thief from among dozens of other footprints about the store. However, he presently started off hopefully, at a jog-trot, away out into the bush. In some places, he went over the hard stony ground, but he never checked his pace, although no footmarks could be seen. People wondered how he could possibly find the trail. Still, he trotted on. Old Blenkinsopp was feeling the heat and the pace

At length, he suddenly stopped and cast around, having evidently lost the trail. Then a grin came on his face as he pointed with his thumb over his shoulder up the tree near which he was standing. There, concealed among the branches, they saw a young man with the missing bag of sugar.

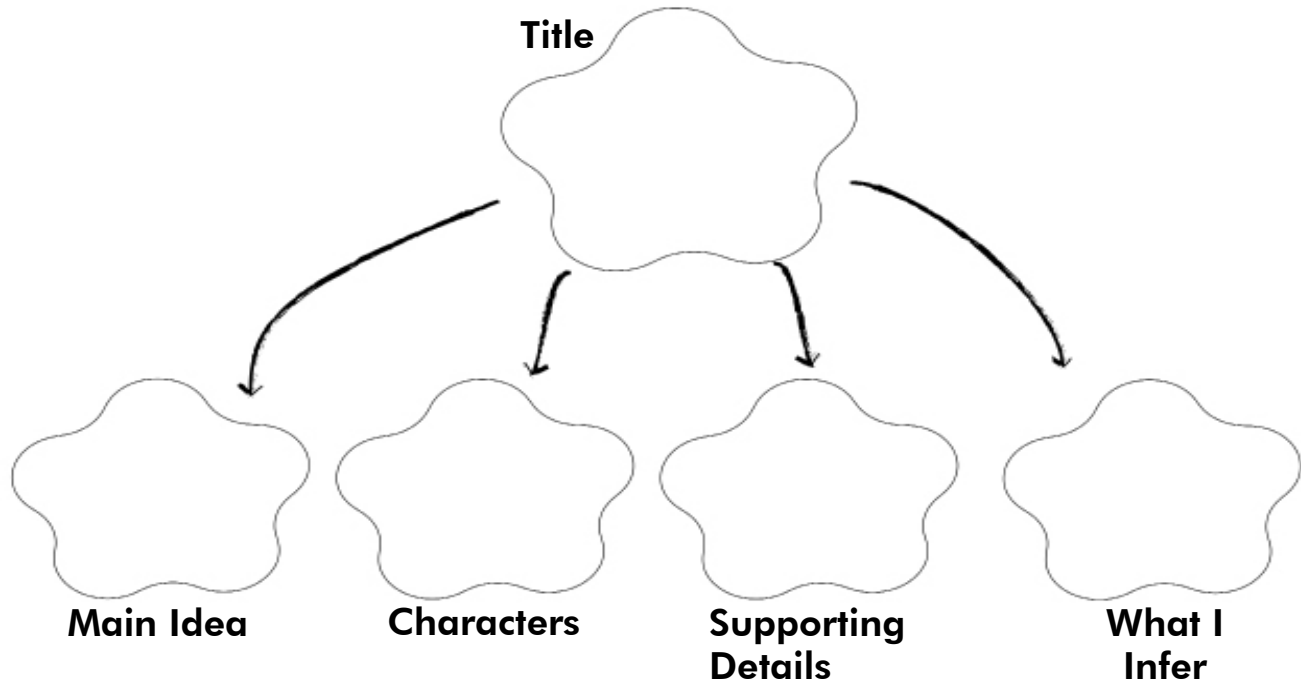
How had the policeman spotted him? His sharp eyes had described some grains of sugar sparkling in the dust. The bag leaked, leaving a slight trail of these grains. He followed that trail, and when it came to an end in the bush, he noticed a string of ants going up a tree. They were after the sugar, and so was he, and between them, they brought about the capture of the thief.

Old Blenkinsopp was so pleased that he promptly opened the bag and spilled a lot of the sugar on the ground as a reward to the ants.

He also appreciated the policeman for his cleverness in using his eyes to see the grains of sugar and the ants, and in using his wits to know why the ants were climbing the tree.



After reading the story, enter the details in the map below. This will help you to answer the questions with ease.



1. Why could the policeman not find the footprints from among the others in the shop?

- Ⓐ because they were clearly marked
- Ⓑ there were dozens of footprints
- Ⓒ there were no footprints to be found
- Ⓓ the footprints had been cleaned

Tryouts

For years, Sam had dreamed of being the best tennis player in the world. He went to tennis practice every single morning and every single night. He spent every summer at tennis camp, and he gave up long weekends at the beach to work on his game. Now, it seemed his hard work was finally paying off: He was invited to try out for the state tennis team!

Still, there was something that was bothering Sam. The tryouts for the tennis team were on the same day as his mom's birthday, and he knew his family was planning a huge surprise party for her. He didn't want to hurt his mom's feelings by missing the party, but he also didn't want to miss his one shot at being a champion tennis player. He was in a quandary; he didn't know what to do.

For days, Sam went to bed, worrying about the decision. If he went to the tryout, he worried he would seem selfish. If he stayed home, he would miss his one big shot at making the state team. In fact,



Name: _____

Date: _____

despite the honor of being invited to try out, he hadn't even told his family about the opportunity. He was so stressed about deciding whether to go or not that he couldn't even think about sharing the news.

Weeks went by, and Sam was making no progress. Every day his coach asked him if he was ready for the tryout, and Sam couldn't even respond. Finally, Sam couldn't bear the stress any longer. He decided to talk to his grandfather about his predicament.

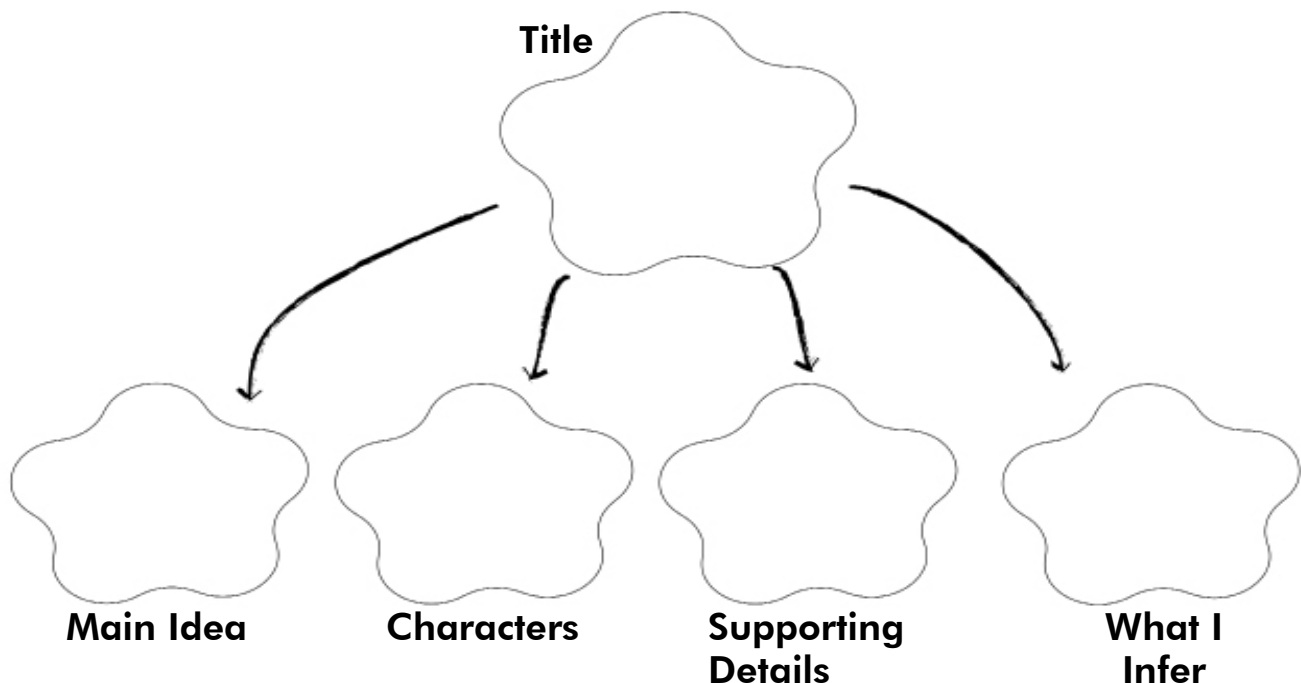
"You know, your mom wants you to be happy," he told Sam. "It would be a great birthday present for her to know you are making your dream come true."

Sam had never thought of it that way before, and after talking to his grandfather, he knew what he had to do. He immediately went home and sat down with his parents to let them know about the opportunity to try out for the state team. When Sam apologetically told his parents what day the tryouts were, they were so busy shrieking with excitement that he thought maybe they hadn't heard.

"But Mom, that means I'm going to miss your birthday," Sam said. "I am happy you are so nice about it, but I still feel really bad."

"Are you kidding?" his mom asked? "This is the best present I could ask for!"

After reading the story, enter the details in the map below. This will help you to answer the questions with ease.



**2. In this passage, who helps Sam make his choice?**

- Ⓐ His dog
- Ⓑ His neighbor
- Ⓒ His grandfather
- Ⓓ His mom

3. Which of the following is NOT a sign that Sam's parents raised him well?

- Ⓐ He understood that family and tennis were both priorities he needed to balance in his life.
- Ⓑ He sought guidance from his grandfather instead of running from the problem.
- Ⓒ He knew that to become a great tennis player he had to put in a lot of hard work.
- Ⓓ Sam didn't care about missing the party.

Fairy Tales by A Brothers' Grimm

A certain king once fell ill, and the doctor declared that only a sudden fright would restore him to health, but the king was not a man for anyone to play tricks on, except his fool. One day, when the fool was with him in his boat, he cleverly pushed the king into the water. Help had already been arranged, and the king was drawn ashore and put to bed. The fright, the bath, and the rest in bed cured the diseased king.

The king wanted to frighten the fool for his act, so he told him that he would be put to death. He directed the executioner privately not to use the ax but to let fall a single drop of water on the fool's neck. Amidst shouts and laughter, the fool was asked to rise and thank the king for his kindness. But the fool never moved; he was dead; killed by the master's joke.

4. What trick did the fool plan to cure the king?

- Ⓐ a lot of medicines
- Ⓑ injections
- Ⓒ the sudden push into the water
- Ⓓ the ride in the boat

From "The Owl and the Pussy-Cat" by Edward Lear

The Owl and the Pussy-Cat went to sea
In a beautiful pea-green boat,
They took some honey, and plenty of money
Wrapped up in a five-pound note.
The Owl looked up to the stars above,
And sang to a small guitar,



Name: _____

Date: _____

"O lovely Pussy! O Pussy, my love,
What a beautiful Pussy you are,
You are,
You are!
What a beautiful Pussy you are!"
Pussy said to the Owl, "You elegant fowl!
How charmingly sweet you sing!
O let us be married! too long we have tarried:
But what shall we do for a ring?"
They sailed away for a year and a day,
To the land where the Bong-tree grows,
And there in a wood a Piggy-wig stood,
With a ring at the end of his nose,
His nose,
His nose,
With a ring at the end of his nose.

5. Who provides the wedding ring for the wedding?

- Ⓐ The Owl
- Ⓑ The Pussy-Cat
- Ⓒ The Pig
- Ⓓ The Bong-tree

"The Boys and the Frogs"
From Aesop's Fables, adapted by Marmaduke Park

Someboys, beside a pond or lake,
Were playing once at duck and drake?
When, doubtless to their heart's content,
Volleys of stones were quickly sent.
But there were some (there will be such)
Who did not seem amused so much;
These were the frogs, to whom the game,
In point of sport was not the same.

For scarce a stone arrived, 'tis said,
But gave some frog a broken head;
And scores in less than half an hour,
Perished beneath the dreadful shower.
At last, said one, "You silly folks, I say,
Do fling your stones another way;
Though sport to you, to throw them thus,
Remember, pray, 'tis death to us!"

**6. Part A**

Why does the frog scold the boys?

- Ⓐ The boys hit the frog in the head with a rock.
- Ⓑ The boys are polluting the pond that the frog lives in.
- Ⓒ The boys refuse to let the frog play with them.
- Ⓓ The boys are trying to catch the frog to keep as a pet.

Part B

According to this poem what are the boys doing at the pond?

- Ⓐ Trying to catch fish
- Ⓑ Trying to catch frogs
- Ⓒ Killing frogs
- Ⓓ Throwing stones into the pond

From “The Dog and the Wolf” by Marmaduke Park

A wolf there was, whose scanty fare
Had made his person lean and spare;
A dog there was, so amply fed,
His sides were plump and sleek; 'tis said
The wolf once met this prosp'rous cur,
And thus began: "Your servant, sir;
I'm pleased to see you look so well,
Though how it is I cannot tell;
I have not broke my fast to-day;
Nor have I, I'm concern'd to say,
One bone in store or expectation,
And that I call a great vexation."

7. Who is speaking in the dialogue of this selection?

- Ⓐ The wolf
- Ⓑ The dog
- Ⓒ The dog's owner
- Ⓓ The narrator



Name: _____

Date: _____

The Use of Transitions

(1)The wind was blowing with the gale force of over 55 miles an hour. (2) The windows of the house began to shake as we silently waited for the worst of all possible storms. (3) Kitchen plates crashed to the floor, and we trembled with fear.

(4)My trusty dog was by my side, and my little brother huddled under the table. (5) Our parents had gone to a neighbor's house for a community meeting. (6) This storm was not predicted by the weatherman earlier on TV. (7) We knew nothing of the impending danger.

(8)Within moments, the tornado warning sounded from the fire station downtown. (9) I grabbed my brother, Danny, and headed straight for the hallway. (10) On the way, I remembered to pull the mattress off of his bed. (11) We fell to the floor, pulled the mattress on top of us, and the faint sound of a train whistle began. (12) Suddenly it was as loud as if we were crossing the tracks. (13) Yes, my greatest fear was realized. (14) We were on the path of a pop-up tornado!

(15)Then as quickly as it began, silence. (16) No more wind, I thought to myself. (17) Boy, was I wrong! (18) Extremely loud crashing and banging of pane glass windows surrounded us. (19)The tornado was on top of us!

(20)Moments later, a gentle breeze came down the hall. (21) The calm after the storm, yes, that phrase fit. (22) I quickly checked Danny, who was underneath me. (23) He was as white as a sheet but grunted that he was ok. (24)Sapphire was fine, as well. (25) Not so for our living room, kitchen, and bedrooms. (26) The wind force had blown out all windows and lifted our roof to the street

(27)We just sat there in the hallway after checking the house and began to cry.

(28)Within moments the fire trucks were coming down our street. (29) Their megaphone was on and announcing an all clear. (30)They wanted everyone who could come outside.

(31)My brother and I went out slowly and carefully to avoid the glass fragments. (32) Our dog followed yelping all the way. (33) Our parents were running down the street, fearing for what had happened. (34) Ours was the only house touched by the tornado! (35) Debris was everywhere. (36) Praises to the man up above, we were safe.

(37)Family and life are more important than personal belongings. (38) That I can say.

8. Given the information in the selection, a substantiated critique of this selection would best read as follows. Circle the correct answer choice.

- Ⓐ The author notes that tornados are frightening and can cause damage.
- Ⓑ The author makes valid statements to back up his/her account of a damaging tornado that destroyed property but not lives.
- Ⓒ The author fabricates the information and does not give supportive evidence to back up the selection.
- Ⓓ The author gave limited information in regards to the tornado damage and its impact on his/her family's survival.

Name: _____

Date: _____



Lines Written In A Young Lady's Album By George W. Sands

'Tis not in youth, when life is new, when but to live is sweet,
When Pleasure strews her starlikeflow'rs beneath our careless feet,
When Hope, that has not been deferred, first waves its golden wings,
And crowds the distant future with a thousand lovely things; -

When if a transient grief o'ershades the spirit for a while,
The momentary tear that falls is followed by a smile;
Or if a pensive mood, at times, across the bosom steals,
It scarcely sighs, so gentle is the pensiveness it feels

It is not then the, restless soul will seek for one with whom
To share whatever lot it bears, its gladness or its gloom, -
Some trusting, tried, and gentle heart, some true and faithful breast,
Whereon its pinions it may fold, and claim a place of rest.

But oh! when comes the icy chill that freezes o'er the heart,
When, one by one, the joys we shared, the hopes we held, depart;
When friends, like autumn's withered leaves, have fallen by our side,
And life, so pleasant once, becomes a desert wild and wide; -

As for her olive branch the dove swept o'er the sullen wave,
That rolled above the olden world - its death-robe and its grave! -
So will the spirit search the earth for some kind, gentle one,
With it to share her destiny, and make it all her own!

9. What do you think the poet is writing about in this poem? Write your answer in the box below.



Name: _____

Date: _____

Answer Key and Detailed Explanations

Chapter 2: Reading: Literature



Lesson 1: Prove It! (With Evidence from the Text)

Question No.	Answer	Detailed Explanations
1	B	<p>Answer choice two is the best answer. This answer is the best one because it shows that there were so many footprints that the policeman could not figure out exactly which prints belonged to the thief and which prints belonged to other customers.</p> <p>The first answer is incorrect because if the prints were marked, there would be no point in searching for the thief.</p> <p>The third answer choice can't be correct because the story clearly tells the reader that there are several footprints.</p> <p>The last answer choice does not make sense. Why would someone clean the footprints when a crime had been committed?</p>
2	C	<p>Answer choice three is correct.</p> <p>The first two choices are not mentioned in the story, so they cannot be the correct choice.</p> <p>The last answer choice is not the best. Although his mom is encouraging, she did not help him make the decision.</p>
3	D	<p>Answer choice four is the correct answer. Sam was very concerned about what his parents would think if he missed the party. This shows he considers other's feelings and is a sign he was raised well by his parents.</p>
4	C	<p>Answer choice three is correct. The answer is in the passage and can be found in the third paragraph.</p> <p>The first two choices are not mentioned in the story, and although they make sense for today, this passage does not indicate that was an option.</p> <p>The last choice is in the story, a ride in the boat, but what is expected to cure the king is a sudden fright (something unexpected), not a ride in a boat.</p>
5	C	<p>Answer choice three is correct. The last few lines of the poem tells the reader that the pig had a ring on the end of his nose, and that he is willing to sell it for a shilling (type of money).</p>
6 Part A	A	<p>Answer choice one is correct. In the last part of the poem, the frog tells the boys that the rocks hit them in the head.</p>



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Question No.	Answer	Detailed Explanations
6 Part B	D	Answer choice four is correct. Answer choices one and two are things boys might do, but the poem does not mention them doing so in this piece. Answer choice three seems possible because the frogs complain of getting hit on the head, and claiming it "'tis death to us." However, the boys are not TRYING to kill the frogs. They are throwing stones in the water.
7	A	Answer choice one is correct. In the sixth line of the poem, there are quotation marks that indicate someone is talking. "The wolf once met...and began 'Your servant'...." section tells the reader that the wolf began speaking, therefore the best answer is choice number one.
8	B	The evidence is given therefore B is the correct choice.
9		The secret of the poem is about losing loved ones. The lines from the poem that relates to this feeling of the poet are - But oh! When comes the icy chill that freezes o'er the heart, When, one by one, the joys we shared, the hopes we held, depart; When friends, like autumn's withered leaves, have fallen by our side, And life, so pleasant once, becomes a desert wild and wide.



Chapter 3 - Reading: Informational Text

The objective of the Reading Informational Text standards is to ensure that the student is able to read and comprehend informational texts (such as history/social studies, science, and technical texts) related to Grade 7.

To help students master the necessary skills, information to help the student understand the concepts related to the standard is given. Along with this, we encourage the student to go through the resources available online on EdSearch to gain an in depth understanding of these concepts. The EdSearch page for each lesson can be accessed with the help of the url or the QR code provided.

A small map is provided after each passage or text in which the student can enter the details as understood from the literary text. Doing this will help the student to refer to key points that help in answering the questions with ease.



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Chapter 3

Lesson 1: Key Ideas and Details

Let us understand the concept with an example.

Example: You have been assigned to read the following article, and write text that meets what the standard requires.

Scientists tell us that changes in our climate are happening. Average temperatures around the world are getting higher. The planet's average surface temperature has risen about 2.0 degrees Fahrenheit since the late 19th century. The warmest year on record was 2016; eight months were the warmest on record. The number of warm days in a year has increased while the number of cold days has decreased. This is called global warming.

Because of the rise in temperature, the ice caps in Greenland and Antarctica are melting and are have caused sea levels to rise 8" in the last 100 years; glaciers are shrinking; ocean water temperatures are rising. Carbon dioxide levels in the air have risen from an average of 300 ppm (parts per million) to 400 ppm, the highest levels ever. Carbon dioxide forms a blanket above the earth that traps heat, an additional contributor to global warming.

Studies by scientists point out that global warming is having bad effects on humans, animals and plants. Carbon dioxide reduces air quality which is not healthy for humans and animals to breathe. Water is essential for living creatures; without enough water they die. Global warming decreases the amount of water on the planet. Some creatures cannot adapt quickly to changes in climates and will die, and those that migrate can be forced to change their migration patterns.

Why is this happening? Ninety seven percent of global scientists think this is happening because of things we humans are doing. Our use of fuels from fossils, such as oil and coal, are major causes, and our manufacturing activities are another cause. We need your help to convince our government and companies that use chemicals to manufacture their products to agree to rules that minimize the release of harmful chemicals into the air. Please click on the link below to sign up to help us combat the trend in global warming (assume that the author provides a link to a signup form).

Your assignment:

Part 1. To analyze the text and summarize its main ideas, and quote from the text-specific statements that support what you list as the main ideas.

Part 2. What do you infer from the text (draw a conclusion or opinion from the text that is not stated in the text)?

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Here is an example of what you might write.

Part 1:

Main idea #1: Our climate is changing. Average temperatures around the world are getting higher.
Proof: The planet's average surface temperature has risen about 2.0 degrees Fahrenheit since the late 19th century. The warmest year on record was 2016; eight months were the warmest on record. The number of warm days in a year has increased while the number of cold days has decreased. This is called global warming.

Main idea #2: The rise in temperature is resulting in changes we can see.

Proof: The ice caps in Greenland and Antarctica are melting and are have caused sea levels to rise 8" in the last 100 years; glaciers are shrinking; ocean water temperatures are rising. Carbon dioxide levels in the air have risen from an average of 300 ppm (parts per million) to 400 ppm, the highest levels ever.

Main idea #3: These changes in climate are having harmful effects on humans, plants and animals.
Proof: Carbon dioxide reduces air quality which is not healthy for humans and animals to breathe. Water is essential for living creatures; without enough water they die. Global warming decreases the amount of water on the planet. Some creatures cannot adapt quickly to changes in climates and will die, and those that migrate can be forced to change their migration patterns.

Main idea #4: Most scientists agree that human activities are the most important causes of global warming. Examples: using fossil fuels like oil and coal in the manufacture of products or producing gasoline to fuel vehicles.

Main idea #5: Take action to help combat the trend in global warming.

Proof: a link to a website that gives more information on this topic.

Part 2:

I am inferring that if we do not reverse the trend in global warming, available fresh water will become increasingly scarce, temperatures will become increasingly warm, and large numbers of humans, plants and animals will die. Also, in the short term, flooding will occur as melting glaciers and ice caps increase the amounts of ocean water.



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You can scan the QR code given below or use the url to access additional EdSearch resources including videos and mobile apps related to *Key Ideas and Details*.

Categories

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Popular Searches ▾


Life in 4B...: W.7.1 - Informative Writing & RI.7.8 Taking Notes from Digital Text



Resource: Pin

 ed Search

Key Ideas and Details

URL	QR Code
http://www.lumoslearning.com/a/ri71	



From Giuseppe Verdi by Thomas Trapper

Whenever the organ man came into the village of Roncole, in Italy (where Verdi was born, October 10, 1813), Verdi could not be kept indoors. But he followed the wonderful organ and the wonderful man who played it, all day long, as happy as he could be.

When Giuseppe was seven years old, his father, though only a poor innkeeper, bought him a spinet, a sort of small piano. So faithfully did the little boy practice that the spinet was soon quite worn out and new jacks, or hammers, had to be made for it. This was done by Stephen Cavaletti, who wrote a message on one of the jacks telling that he made them anew and covered them with leather, and fixed the pedal, doing all for nothing, because the little boy, Giuseppe Verdi, showed such willingness to practice and to learn. Thus the good Stephen thought this was pay enough.

1. Which sentence from the passage best explains how Verdi felt about his first spinet?

- Ⓐ "But he followed the wonderful organ and wonderful man who played it all day long, as happy as he could be."
- Ⓑ "So faithfully did the little boy practice that the spinet was soon quite worn out and new jacks, or hammers, had to be made for it."
- Ⓒ "...because the little boy, Giuseppe Verdi, showed such willingness to practice and to learn."
- Ⓓ "Thus the good Stephen thought this was pay enough."

Skunk Chow

Skunks are omnivores. They can be found eating nuts, berries, roots, leaves, grasses, and even some types of fungi (mushroom-like plants). For animals, they enjoy dining on rodents such as mice and rats, insects, earthworms, frogs, lizards, toads, and birds. Sometimes when they are unable to find live animals to eat, they become scavengers eating dead animals left behind. When they live close to people's homes, skunks sometimes will even get into trash cans, eating garbage.

When skunks eat, they do not limit themselves to small meals. They like to "pig out" on whatever food they can find. When there is a large amount of food available, skunks get very fat very quickly.

<http://en.wikipedia.org/wiki/Skunk>

2. If you had to answer the question "Can skunks control their appetites?" which sentence would you use to support your answer?

- Ⓐ "They can be found eating nuts, berries, roots, leaves, grasses, and even some types of fungi (mushroom-like plants)."
- Ⓑ "For animals, they enjoy dining on rodents such as mice and rats, insects, earth worms, frogs, lizards, toads, and birds."
- Ⓒ "When they live close to people's homes, skunks sometimes will even get into trash cans, eating garbage."
- Ⓓ "They like to 'pig out' on whatever food they can find. When there is a large amount of food, skunks get fat very quickly."



Name: _____

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3. If the author removed the sentence telling you skunks were omnivores, could you still infer that skunks are omnivores?

- (A) No, because the author does not tell me what an omnivore is or what it eats.
- (B) No, because the author does not provide enough information about the types of food a skunk eats.
- (C) Yes, because the author shows that a skunk eats both plants and animals.
- (D) Yes, because the author says that skunks are also scavengers.

Scientists in South Korea have developed a type of artificial skin that will allow robots to feel slight vibrations. This skin, developed by weaving together extremely small nano hairs made of polymer or plastic, is more sensitive than human skin. When vibration is applied to this artificial skin, the nano hairs bend against each other to generate an electrical current. Sensors within the skin evaluate the current, and using that information determine the source of the vibration.

Researchers are excited about the potential for this new development. The artificial skin could be used to cover prosthetic limbs to help those who have lost a limb experience more realistic sensations and function more naturally.

<http://en.wikipedia.org/wiki/Neuroplasticity>

4. Which sentence best explains why scientists are developing the artificial skin?

- (A) "The artificial skin could be used to cover prosthetic limbs to help those who have lost a limb experience more realistic sensations and function more naturally."
- (B) "Sensors within the skin evaluate the current and using that information determine the source of the vibration."
- (C) "This skin, developed by weaving together extremely small nano hairs made of polymer or plastic is more sensitive than human skin."
- (D) "Scientists in South Korea have developed a type of skin that will allow robots to feel slight vibrations."



Diabetic Help

Researchers at pharmaceutical company Eli Lilly and an association that places assistance dogs in Indianapolis, IN, are working together on an exciting new project that will study how dogs are able to detect low blood sugar in their diabetic owners. Diabetics suffer from a condition by which the pancreas does not produce enough insulin to maintain a healthy level of blood glucose. If a diabetic person's blood glucose level drops too low, he or she may become unconscious or even go into a coma.

One dog who has had a lot of success in identifying low blood sugar is a two-year-old named Pete. Pete, like all dogs, has a sense of smell 10,000 times more sensitive than that of humans. Pete's owner is a scientist with Eli Lilly, and she is trying to figure out what is inside a dog's nose that makes it possible to smell low blood sugar. If the researcher can figure out how to reproduce that kind of sensitivity, more diabetic people can be protected from the consequences of low blood sugar.

Until the researchers isolate what is inside Pete's nose, the Indiana Canine Assistance Network will continue to train dogs like Pete. It's a slow and expensive process, though. In the last ten years, the organization has trained 100 dogs, and the training has cost \$25,000 or more for each dog.
http://www.diabetesadvocacy.com/diabetes_news.htm

5. Which sentence from this article best explains how dogs can help diabetic owners?

- Ⓐ "In the last ten years, the organization has trained 100 dogs, and the training has cost \$25,000 or more for each dog."
- Ⓑ "If the researcher can figure out how to reproduce that kind of sensitivity, more diabetic people can be protected from the consequences of low blood sugar."
- Ⓒ "Pete's owner is a scientist with Eli Lilly, and she is trying to figure out what is inside a dog's nose that makes it possible to smell low blood sugar."
- Ⓓ "If a diabetic person's glucose drops too low he or she may become unconscious or even drop into a coma."

6. Based on the sentence, "if the researcher can figure out how to reproduce that sensitivity, more diabetic people can be protected from the consequences of low blood sugar," you can infer that...

- Ⓐ The researcher wants to come up with technology that can help detect low blood sugar similar to how dogs can detect low blood sugar.
- Ⓑ The researcher wants to breed more dogs with the same sensitivity to low blood sugar as Pete.
- Ⓒ The researcher wants to train more dogs to detect low blood sugar levels in diabetic patients.
- Ⓓ The researcher wants to reproduce the same sensitivity in herself so she can detect low blood sugar levels in diabetic patients.



Name: _____

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7. Which sentence from the passage best explains why scientists want to reproduce the sensitivity rather than simply training dogs to recognize the sensitivity?

- Ⓐ "It's a slow and expensive process though."
- Ⓑ "Until the researchers isolate what is inside Pete's nose, the Indiana Canine Assistance Net work will continue to train dogs like Pete."
- Ⓒ "If the researcher can figure out how to reproduce that kind of sensitivity, more diabetic people can be protected from the consequences of low blood sugar."
- Ⓓ "One dog who has had a lot of success in identifying low blood sugar is a two year old named Pete."

Class Rules and Expectations 7th Grade-Reading

1. NO HUNTING! Be nice.
2. No gum allowed.
3. You must be in your seat when the bell rings. If you are not, you are tardy and appropriate consequences will be enforced.
4. Students start the class...not the bell.
5. Make-up work is the student's responsibility.
6. No rude gestures or comments. If you cannot say something nice, do not say anything at all.
7. Have all of your materials with you and ready at the beginning of class.
8. There are no dumb questions...ask if you do not understand.
9. Respect others. This includes teachers as well as students.
10. Keep your hands and feet to yourself.
11. Every student will learn and have fun.

8. Which rule explains what happens if a student is late to class?

- Ⓐ Rule 3
- Ⓑ Rule 4
- Ⓒ Rule 5
- Ⓓ Rule 8



The Assassination of President Lincoln **April 14, 1865**

Shortly after 10 p.m. on April 14, 1865, actor, John Wilkes Booth entered the presidential box at Ford's Theatre in Washington D.C. and fatally shot President Abraham Lincoln. As Lincoln slumped forward in his seat, Booth leapt onto the stage and escaped through the back door. A doctor in the audience rushed over to examine the paralyzed president. Lincoln was then carried across the street to Petersen's Boarding House, where he died early the next morning.

Lincoln was the first president assassinated in U.S. history. Why did Booth do it? He thought it would aid the South, which had just surrendered to Federal forces. It had nearly the opposite effect, ending Lincoln's plans for a rather generous peace. Booth did not act alone. This "wanted" poster appeared everywhere, offering a reward for the arrest of Booth and his accomplices. The conspirators were all captured, and Booth was shot while trying to escape from Union soldiers.

The whole country grieved the death of President Lincoln. As the nine-car funeral train carried President Lincoln home for burial in Springfield, Illinois, people showed up at train stations all along the way to pay their respects.

"The Assassination of President Lincoln." The Assassination of President Lincoln. N.p., n.d. Web. 15 July 2013.

9. Which sentence best explains why Booth shot Lincoln?

- Ⓐ "He thought it would aid the South, which had just surrendered to Federal forces."
- Ⓑ "It had nearly the opposite effect, ending Lincoln's plans for a rather generous peace."
- Ⓒ "This "wanted" poster appeared everywhere, offering a reward for the arrest of Booth and his accomplices."
- Ⓓ "The conspirators were all captured, and Booth was shot while trying to escape from Union soldiers."

10. Which detail in the first sentence helps you infer how Booth was able to get access to the theater?

- Ⓐ It was 10 p.m.
- Ⓑ He was an actor.
- Ⓒ He was going to the presidential box.
- Ⓓ It was on April 14.

11. Which sentence best SHOWS how Lincoln's death affected people across the country?

- Ⓐ Lincoln was the first president assassinated in U.S. history.
- Ⓑ Booth did not act alone.
- Ⓒ The conspirators were all captured.
- Ⓓ ... people showed up at train stations all along the way to pay their respects.



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Date: _____

Answer Key and Detailed Explanations

Chapter 3 Reading: Informational Text



Lesson 1: Key Ideas and Details

Question No.	Answer	Detailed Explanations
1	B	Answer choice two is correct. Choice one describes how Verdi felt about the organ and man in town, and choices three and four talk about the spinet being fixed. Only choice two references how much he enjoyed practicing – so much so that he wore it out.
2	D	The answer choice four is correct. The other choices talk about what skunks eat, but choice four specifically discusses how much they eat.
3	C	The answer choice three is correct. Choices one and two are not true because the author doesn't need to provide the info in choice one and does provide the info negated in choice two. Choice four is true for the passage, but does not connect with skunks being omnivores.
4	A	Answer choice one is correct. The other choices explain what the skin does, but none come closer than choice one to explaining WHY it is being developed.
5	C	Answer choice three is correct. It explains that dogs can smell low blood sugar, so the reader can infer that's what helps diabetic patients. The other choices talk about the training research, and diabetics in general.
6	A	Answer choice one is correct. The researcher wants to reproduce the sensitivity in a way that will help patients. Dogs already have the sensitivity, so choices two and three are not correct, and choice four, while plausible, doesn't seem very useful.
7	C	Option C is the correct answer choice as a large number of people can be benefitted if a method of reproducing the sensitivity is found.
8	A	Answer choice one is correct. Rule three discusses what happens if you are tardy. Other choices relate to being prepared and knowing what to do when class starts or if you miss class.
9	A	Answer choice one is correct. The other choices talk about the effects and aftermath of his decision.
10	B	Answer choice two is correct. Booth was an actor, so that likely helped him gain access to the theatre. The other choices do not help answer the question.



Name: _____

Date: _____

Question No.	Answer	Detailed Explanations
11	D	Answer choice four is correct. The other three passages tell (with choice two telling about Booth, not Lincoln), but answer choice four gives a specific example of how people responded to Lincoln's death.

Name: _____

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Chapter 4 - Language

The objective of the Language standards is to ensure that the student is able to accurately use grade appropriate general academic and domain specific words and phrases related to Grade 7.

To help students to master the necessary skills, we encourage the student to go through the resources available online on EdSearch to gain an in depth understanding of these concepts. The EdSearch page for each lesson can be accessed with the help of the url or the QR code provided.



Name: _____

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Chapter 4

Lesson 1: Phrases and Clauses are Coming to Town

You can scan the QR code given below or use the url to access additional EdSearch resources including videos and mobile apps related to *Phrases and Clauses are Coming to Town*.

Categories

About 36 results (0.01 seconds)

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Popular Searches ▼


Recent Searches ▼

L.7.1.C - Quiz and Answer Guide

Resource: Pin



Phrases and Clauses are Coming to Town

URL	QR Code
http://www.lumoslearning.com/a/l71	

**1. What type of word group is the following?**

Walking down the street

- Ⓐ Phrase
- Ⓑ Dependent Clause
- Ⓒ Independent Clause
- Ⓓ Dependent Phrase

2. What type of word group is the underlined portion of the following sentence?

After leaving school, I realized I left my science textbook in my locker.

- Ⓐ Phrase
- Ⓑ Dependent Clause
- Ⓒ Independent Clause
- Ⓓ Complete Phrase

3. What type of word group is the underlined portion of the following sentence?

Next Saturday, my family is going to the beach.

- Ⓐ Phrase
- Ⓑ Dependent Clause
- Ⓒ Independent Clause
- Ⓓ Complete Clause

4. What type of word group is the underlined portion of the following sentence?

I need a new cell phone because my old phone fell in the toilet.

- Ⓐ phrase
- Ⓑ dependent clause
- Ⓒ independent clause
- Ⓓ prepositional clause

5. What type of word group is the underlined portion of the following sentence?

I need a new cell phone because my old phone fell in the toilet.

- Ⓐ Phrase
- Ⓑ Dependent Clause
- Ⓒ Independent Clause
- Ⓓ Complete Clause



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6. What type of word group is the underlined portion of the following sentence?

The actor who starred in the movie version of one of my favorite books did a horrible job playing the main character.

- Ⓐ phrase
- Ⓑ dependent clause
- Ⓒ independent clause
- Ⓓ interrupter phrase

7. What type of word group is the underlined portion of the following sentence?

I decided to hope for the best, but to expect the worst.

- Ⓐ phrase
- Ⓑ dependent clause
- Ⓒ independent clause
- Ⓓ dependent phrase

8. What type of word group is the underlined portion of the following sentence?

Fireworks are amazing and beautiful to me.

9. What type of word group is the underlined portion of the following sentence?

Good things tend to happen to you when you least expect them.

10. What type of word group is the underlined portion of the following sentence?

Carley and Lori both bought their prom dresses from the same boutique and their shoes from the same shoe store.

Name: _____

Date: _____



Answer Key and Detailed Explanations

Chapter 4: Language



Name: _____

Date: _____

Lesson 1: Phrases and Clauses are Coming to Town

Question No.	Answer	Detailed Explanations
1	A	<p>Answer choice one is correct. There is no subject but there is a verb, so this is a phrase. A phrase is a meaningful group of words which may appear to contain either a subject OR a verb--but NOT both. A phrase can NOT stand alone as a sentence.</p> <p>A clause is a meaningful group of words which contains a subject and a verb. There are two types of clauses: 1) independent and 2) dependent.</p>
2	C	<p>Answer choice three is correct. An independent clause contains all of the parts of a complete sentence: a subject, verb and a complete thought.</p>
3	A	<p>Answer choice one is correct. A phrase contains only a subject or a verb. This phrase has only a subject (Saturday). A phrase is a meaningful group of words which may appear to contain either a subject OR a verb--but NOT both. A phrase can NOT stand alone as a sentence.</p> <p>A clause is a meaningful group of words which contains a subject and a verb. There are two types of clauses: 1) independent and 2) dependent.</p>
4	A	<p>Answer choice one is correct. The part of the sentence contains a verb.</p> <p>A phrase is a meaningful group of words which may appear to contain either a subject OR a verb--but NOT both. A phrase can NOT stand alone as a sentence.</p> <p>A clause is a meaningful group of words which contains a subject and a verb. There are two types of clauses: 1) independent and 2) dependent.</p>
5	B	<p>Answer choice two is correct. A dependent clause contains a subject and a verb, but cannot be a sentence by itself because it begins with a dependent word such as "because".</p> <p>A phrase is a meaningful group of words which may appear to contain either a subject OR a verb--but NOT both. A phrase can NOT stand alone as a sentence.</p> <p>A clause is a meaningful group of words which contains a subject and a verb. There are two types of clauses: 1) independent and 2) dependent.</p>

Name: _____

Date: _____



Question No.	Answer	Detailed Explanations
6	A	<p>Answer choice one is correct.</p> <p>A phrase is a meaningful group of words which may appear to contain either a subject OR a verb--but NOT both. A phrase can NOT stand alone as a sentence.</p> <p>A clause is a meaningful group of words which contains a subject and a verb. There are two types of clauses: 1) independent and 2) dependent.</p>
7	C	<p>Answer choice three is correct. This clause contains a subject, verb and it completes a thought.</p> <p>A phrase is a meaningful group of words which may appear to contain either a subject OR a verb--but NOT both. A phrase can NOT stand alone as a sentence.</p> <p>A clause is a meaningful group of words which contains a subject and a verb. There are two types of clauses: 1) independent and 2) dependent.</p>
8	Phrase	<p>A phrase is a meaningful group of words which may appear to contain either a subject OR a verb--but NOT both. A phrase can NOT stand alone as a sentence.</p> <p>A clause is a meaningful group of words which contains a subject and a verb. There are two types of clauses: 1) independent and 2) dependent.</p> <p>The underlined portion is a phrase.</p>
9	Clause	<p>A phrase is a meaningful group of words which may appear to contain either a subject OR a verb--but NOT both. A phrase can NOT stand alone as a sentence.</p> <p>A clause is a meaningful group of words which contains a subject and a verb. There are two types of clauses: 1) independent and 2) dependent.</p> <p>The underlined portion is a clause.</p>
10	i n d e p e n - d e n t c l a u s e	<p>A clause is a meaningful group of words which contains a subject and a verb. There are two types of clauses: 1) independent and 2) dependent.</p> <p>An independent clause is a clause that can stand alone as a sentence. A dependent clause (or subordinate clause) is one that cannot stand alone as a complete sentence (i.e., it does not express a complete thought).</p> <p>The underlined portion is an independent clause.</p>

Progress Chart

Standard	Lesson	Page No.	Practice		Mastered	Re-practice /Reteach
			Date	Score		
CCSS						
RL.7.1	Prove It! (With Evidence from the Text)	11				
RL.7.1	Use Those Clues - Make an Inference	22				
RL.7.2	And the Point of This is...?	36				
RL.7.2	What is it All About?	53				
RL.7.3	One Thing Leads to Another	67				
RL.7.3	When and Where?	87				
RL.7.3	Who or What?	106				
RL.7.4	A Matter of Attitude	120				
RL.7.5	How it's Made and What it Means	131				
RL.7.6	What a Character!	144				
RL.7.7	Finding Patterns - Comparing and Contrasting	156				
RL.7.9	Based on a True Story - History and Fiction	172				
RI.7.1	Key Ideas and Details	209				
RI.7.2	Get Right to the Point	217				
RI.7.3	Relationship Between People and Events	234				
RI.7.4	Getting Technical	239				
RI.7.5	How is it Built? Analyzing structure	249				
RI.7.6	What's the Author's Angle?	266				
RI.7.7	Comparing Media	277				
RI.7.8	What's the Author's Point?	286				
RI.7.9	Equal? Alike? Different? Comparing Authors	300				

Standard	Lesson	Page No.	Practice		Mastered	Re-practice /Reteach
			Date	Score		
CCSS						
L.7.1.A	Phrases and Clauses are Coming to Town	331				
L.7.1.B	Good Sentences are Built on Agreement	334				
L.7.1.C	Managing Modifiers	338				
L.7.2.A	Using Coordinate Adjectives	342				
L.7.2.B	Spellcheck!	345				
L.7.3.A	Precise and Concise Language	349				
L.7.4.A	Figuring it out with Context Clues	353				
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L.7.5.A	Give it a Shot – Figures of Speech	372				
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L.7.6	Learning and Using Academic Vocabulary	386				



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