# COMMON CORE

## SKILLS & STRATEGIES FOR READING

# Level 7

**Topics Include:**

Outlines, Analogies,

Character's Viewpoint, Vocabulary,

Inference, Story Maps

**SADDLEBACK**
EDUCATIONAL PUBLISHING

# Table of Contents
## Skills

# Welcome to
# Common Core Skills & Strategies for Reading

## About This Series

The Common Core State Standards (CCSS) provide a consistent, clear understanding of what students are expected to learn. Aligning each lesson in these six Common Core titles to the CCSS ensures that students are being taught and assessed on what they are expected to learn and know. The alignment helps educators think critically about their curriculum, instruction, and assessments as they work to ensure that their students meet the rigorous new standards.

Beginning with foundational skills, the activities teach students what they need to learn. The alignments offer a progressive development of reading comprehension skills so that students advancing through the levels are able to gain more from whatever they read. Each title includes a table of contents, a CCSS alignment chart, 130 reproducible lessons individually aligned to the CCSS (each lesson contains a discrete alignment at the bottom of the page), a scope and sequence chart, and an answer key.

CCSS Alignment Chart

Discrete Alignment on Each Page

# About This Book

*Common Core Skills and Strategies for Reading* is designed to reinforce and extend the reading skills of your students. The fun, high-interest fiction and nonfiction selections will spark the interest of even your most reluctant reader. The book offers your students a variety of reading opportunities—reading for pleasure, reading to gather information, and reading to perform a task. Each page offers the opportunity for the student to apply one of the strategies to the reading selection, which is linked to a relevant comprehension skill activity.

Each book includes a CD, which contains a complete electronic version of the reproducible as an "Unlocked PDF." Unlocked PDFs allow users to copy/paste text and certain images for posting, emailing, projecting on a whiteboard, and more.

# Choosing Instructional Approaches

You can use the pages in this book for independent reinforcement or extension, whole group lessons, pairs, or small cooperative groups rotating through an established reading learning center. You may choose to place the activities in a center and reproduce the answer key for self-checking. To ensure the utmost flexibility, the process for managing this is left entirely up to you because you know what works best in your classroom.

# Assessment

Assessment and evaluation of student understanding and ability is an ongoing process. A variety of methods and strategies should be used to ensure that the student is being assessed and evaluated in a fair and comprehensive manner. Always keep in mind that the assessment should take into consideration the opportunities the student had to learn the information and practice the skills presented. The strategies for assessment are left for you to determine and are dependent on your students and your particular instructional plan. You will find a Scope and Sequence Chart at the back of this book to assist you as you develop your assessment plan.

# Common Core Skills & Strategies for Reading

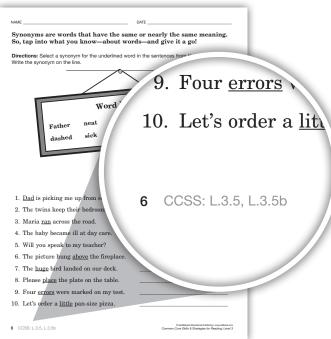*The Common Core State Standards (CCSS) provide a consistent, clear understanding of what students are expected to learn. Please refer to the CCSS alignment chart below for a complete definition each alignment in this book. In addition to the chart below, each lesson contains a discrete alignment at the bottom of the page.*

| Page Number (s) | Common Core State Standards Alignment: Level 7 |
| --- | --- |
| **Page 2** | **CCSS.ELA-Literacy.L.7.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.<br><br>**CCSS.ELA-Literacy.L.7.5b** Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.<br><br>**CCSS.ELA-Literacy.L.7.5c** Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*). |
| **Page 3** | **CCSS.ELA-Literacy.L.7.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.<br><br>**CCSS.ELA-Literacy.L.7.5b** Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. |
| **Pages 4-7** | **CCSS.ELA-Literacy.L.7.4b** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*). |
| **Page 8** | **CCSS.ELA-Literacy.RL.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.<br><br>**CCSS.ELA-Literacy.W.7.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
| **Page 9** | **CCSS.ELA-Literacy.RI.7.8** Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. |
| **Page 10-12** | **CCSS.ELA-Literacy.L.7.4a** Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.<br><br>**CCSS.ELA-Literacy.L.7.4d** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| **Pages 13-14** | **CCSS.ELA-Literacy.RL.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| **Pages 15-16** | **CCSS.ELA-Literacy.L.7.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.<br><br>**CCSS.ELA-Literacy.L.7.4a** Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.<br><br>**CCSS.ELA-Literacy.L.7.4c** Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. |
| **Page 17** | **CCSS.ELA-Literacy.L.7.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. |

| Page Number (s) | Common Core State Standards Alignment: Level 7 |
|---|---|
| **Pages 18-19** | **CCSS.ELA-Literacy.L.7.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.<br><br>**CCSS.ELA-Literacy.L.7.1a** Explain the function of phrases and clauses in general and their function in specific sentences.<br><br>**CCSS.ELA-Literacy.W.7.2c** Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. |
| **Pages 20-23** | **CCSS.ELA-Literacy.L.7.4c** Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.<br><br>**CCSS.ELA-Literacy.L.7.4d** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| **Pages 24-26** | **CCSS.ELA-Literacy.RI.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| **Pages 27-28** | **CCSS.ELA-Literacy.L.7.5a** Interpret figures of speech<br><br>**CCSS.ELA-Literacy.L.7.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<br><br>**CCSS.ELA-Literacy.L.7.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| **Pages 29-32** | **CCSS.ELA-Literacy.RI.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.<br><br>**CCSS.ELA-Literacy.RI.7.2** Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.<br><br>**CCSS.ELA-Literacy.RI.7.3** Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). |
| **Pages 33-34** | **CCSS.ELA-Literacy.L.7.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<br><br>**CCSS.ELA-Literacy.L.7.5b** Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. |
| **Page 35** | **CCSS.ELA-Literacy.L.7.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.<br><br>**CCSS.ELA-Literacy.L.7.4a** Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| **Page 36** | **CCSS.ELA-Literacy.L.7.4c** Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.<br><br>**CCSS.ELA-Literacy.W.7.1b** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. |
| **Page 37** | **CCSS.ELA-Literacy.L.7.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<br><br>**CCSS.ELA-Literacy.L.7.5b** Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.<br><br>**CCSS.ELA-Literacy.L.7.5c** Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*). |

| Page Number (s) | Common Core State Standards Alignment: Level 7 |
|---|---|
| **Page 38** | **CCSS.ELA-Literacy.RL.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| **Page 39** | **CCSS.ELA-Literacy.RL.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.<br><br>**CCSS.ELA-Literacy.L.7.4a** Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| **Page 40** | **CCSS.ELA-Literacy.W.7.3b** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
| **Page 41** | **CCSS.ELA-Literacy.RH.6-8.1** Cite specific textual evidence to support analysis of primary and secondary sources. |
| **Page 42** | **CCSS.ELA-Literacy.W.7.3a** Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. |
| **Page 43** | **CCSS.ELA-Literacy.RI.7.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.<br><br>**CCSS.ELA-Literacy.L.7.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<br><br>**CCSS.ELA-Literacy.L.7.5a** Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.<br><br>**CCSS.ELA-Literacy.L.7.4c** Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. |
| **Page 44** | **CCSS.ELA-Literacy.RL.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| **Page 45** | **CCSS.ELA-Literacy.RL.7.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. |
| **Page 46** | **CCSS.ELA-Literacy.L.7.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<br><br>**CCSS.ELA-Literacy.L.7.5a** Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. |
| **Page 47** | **CCSS.ELA-Literacy.RST.6-8.1** Cite specific textual evidence to support analysis of science and technical texts.<br><br>**CCSS.ELA-Literacy.RST.6-8.4** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. |
| **Pages 48** | **CCSS.ELA-Literacy.L.7.5b** Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.<br><br>**CCSS.ELA-Literacy.L.7.5c** Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*). |

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|---|---|
| **Pages 49-50** | **CCSS.ELA-Literacy.L.7.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.<br><br>**CCSS.ELA-Literacy.L.7.4a** Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or<br><br>**CCSS.ELA-Literacy.L.7.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.<br><br>**CCSS.ELA-Literacy.RST.6-8.4** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. |
| **Pages 51-53** | **CCSS.ELA-Literacy.RI.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.<br><br>**CCSS.ELA-Literacy.RH.6-8.7** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.<br><br>**CCSS.ELA-Literacy.RST.6-8.7** Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). |
| **Pages 54-56** | **CCSS.ELA-Literacy.RI.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.<br><br>**CCSS.ELA-Literacy.RI.7.2** Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.<br><br>**CCSS.ELA-Literacy.RI.7.3** Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). |
| **Page 57** | **CCSS.ELA-Literacy.L.7.3a** Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.* |
| **Page 58** | **CCSS.ELA-Literacy.RH.6-8.1** Cite specific textual evidence to support analysis of primary and secondary sources.<br><br>**CCSS.ELA-Literacy.RH.6-8.4** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. |
| **Page 59** | **CCSS.ELA-Literacy.RL.7.2** Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.<br><br>**CCSS.ELA-Literacy.RL.7.3** Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).<br><br>**CCSS.ELA-Literacy.RL.7.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. |
| **Pages 60-61** | **CCSS.ELA-Literacy.RI.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.<br><br>**CCSS.ELA-Literacy.RI.7.3** Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). |
| **Page 62** | **CCSS.ELA-Literacy.W.7.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.<br><br>**CCSS.ELA-Literacy.W.7.3a** Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. |
| **Page 63** | **CCSS.ELA-Literacy.W.7.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic. |

| Page Number (s) | Common Core State Standards Alignment: Level 7 |
|---|---|
| **Page 64** | **CCSS.ELA-Literacy.RI.7.2** Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. <br><br> **CCSS.ELA-Literacy.WHST.6-8.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| **Page 65** | **CCSS.ELA-Literacy.RL.7.2** Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. <br><br> **CCSS.ELA-Literacy.W.7.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
| **Page 66** | **CCSS.ELA-Literacy.L.7.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| **Page 67** | **CCSS.ELA-Literacy.RI.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| **Pages 68-69** | **CCSS.ELA-Literacy.RH.6-8.7** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. |
| **Pages 70-72** | **CCSS.ELA-Literacy.RST.6-8.7** Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). |
| **Pages 73-76** | **CCSS.ELA-Literacy.L.7.3a** Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.* <br><br> **CCSS.ELA-Literacy.RI.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| **Pages 77-78** | **CCSS.ELA-Literacy.RL.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <br><br> **CCSS.ELA-Literacy.L.7.4a** Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| **Page 79** | **CCSS.ELA-Literacy.RL.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <br><br> **CCSS.ELA-Literacy.L.7.4a** Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. <br><br> **CCSS.ELA-Literacy.W.7.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| **Pages 80-81** | **CCSS.ELA-Literacy.RST.6-8.1** Cite specific textual evidence to support analysis of science and technical texts. |
| **Page 82** | **CCSS.ELA-Literacy.W.7.2b** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. <br><br> **CCSS.ELA-Literacy.RST.6-8.2** Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. |
| **Page 83** | **CCSS.ELA-Literacy.RI.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| **Page 84** | **CCSS.ELA-Literacy.RH.6-8.1** Cite specific textual evidence to support analysis of primary and secondary sources. |

| Page Number (s) | Common Core State Standards Alignment: Level 7 |
|---|---|
| **Page 85** | **CCSS.ELA-Literacy.L.7.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<br><br>**CCSS.ELA-Literacy.L.7.5b** Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. |
| **Page 86** | **CCSS.ELA-Literacy.RST.6-8.7** Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). |
| **Page 87** | **CCSS.ELA-Literacy.RST.6-8.1** Cite specific textual evidence to support analysis of science and technical texts. |
| **Page 88** | **CCSS.ELA-Literacy.RH.6-8.1** Cite specific textual evidence to support analysis of primary and secondary sources.<br><br>**CCSS.ELA-Literacy.RH.6-8.4** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. |
| **Page 89** | **CCSS.ELA-Literacy.W.7.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.<br><br>**CCSS.ELA-Literacy.W.7.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| **Page 90** | **CCSS.ELA-Literacy.RL.7.6** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. |
| **Pages 91-92** | **CCSS.ELA-Literacy.RL.7.3** Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). |
| **Pages 93-94** | **CCSS.ELA-Literacy.RL.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.<br><br>**CCSS.ELA-Literacy.RL.7.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.<br><br>**CCSS.ELA-Literacy.RL.7.6** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. |
| **Page 95** | **CCSS.ELA-Literacy.RH.6-8.1** Cite specific textual evidence to support analysis of primary and secondary sources.<br><br>**CCSS.ELA-Literacy.RH.6-8.5** Describe how a text presents information (e.g., sequentially, comparatively, causally).<br><br>**CCSS.ELA-Literacy.RH.6-8.7** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. |
| **Page 96** | **CCSS.ELA-Literacy.RL.7.6** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. |

| Page Number (s) | Common Core State Standards Alignment: Level 7 |
|---|---|
| **Pages 97-101** | **CCSS.ELA-Literacy.RL.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.<br><br>**CCSS.ELA-Literacy.RL.7.6** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.<br><br>**CCSS.ELA-Literacy.W.7.1** Write arguments to support claims with clear reasons and relevant evidence.<br><br>**CCSS.ELA-Literacy.W.7.1a** Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.<br><br>**CCSS.ELA-Literacy.W.7.1b** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.<br><br>**CCSS.ELA-Literacy.W.7.1c** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. |
| **Page 102** | **CCSS.ELA-Literacy.RST.6-8.1** Cite specific textual evidence to support analysis of science and technical texts.<br><br>**CCSS.ELA-Literacy.RST.6-8.4** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. |
| **Page 103** | **CCSS.ELA-Literacy.RL.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.<br><br>**CCSS.ELA-Literacy.RST.6-8.8** Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. |
| **Page 104** | **CCSS.ELA-Literacy.RH.6-8.1** Cite specific textual evidence to support analysis of primary and secondary sources. |
| **Page 105** | **CCSS.ELA-Literacy.RST.6-8.1** Cite specific textual evidence to support analysis of science and technical texts. |
| **Pages 106-107** | **CCSS.ELA-Literacy.RL.7.6** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. |
| **Pages 108-109** | **CCSS.ELA-Literacy.RL.7.6** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.<br><br>**CCSS.ELA-Literacy.W.7.3a** Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. |
| **Page 110** | **CCSS.ELA-Literacy.W.7.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| **Page 111** | **CCSS.ELA-Literacy.RST.6-8.4** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. |
| **Pages 112-113** | **CCSS.ELA-Literacy.RH.6-8.1** Cite specific textual evidence to support analysis of primary and secondary sources.<br><br>**CCSS.ELA-Literacy.RH.6-8.5** Describe how a text presents information (e.g., sequentially, comparatively, causally). |

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|---|---|
| **Page 114** | **CCSS.ELA-Literacy.RL.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <br><br> **CCSS.ELA-Literacy.RL.7.2** Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. <br><br> **CCSS.ELA-Literacy.RL.7.3** Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). |
| **Page 115** | **CCSS.ELA-Literacy.RL.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| **Page 116** | **CCSS.ELA-Literacy.L.7.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <br><br> **CCSS.ELA-Literacy.L.7.5a** Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. <br><br> **CCSS.ELA-Literacy.RL.7.2** Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. |
| **Page 117** | **CCSS.ELA-Literacy.RI.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <br><br> **CCSS.ELA-Literacy.RI.7.3** Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). |
| **Page 118** | **CCSS.ELA-Literacy.RL.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <br><br> **CCSS.ELA-Literacy.RL.7.3** Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). |
| **Page 119** | **CCSS.ELA-Literacy.W.7.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
| **Page 120** | **CCSS.ELA-Literacy.L.7.3a** Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.* <br><br> **CCSS.ELA-Literacy.W.7.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| **Page 121** | **CCSS.ELA-Literacy.RL.7.6** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. <br><br> **CCSS.ELA-Literacy.W.7.1b** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. |
| **Page 122** | **CCSS.ELA-Literacy.SL.7.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. <br><br> **CCSS.ELA-Literacy.W.7.1a** Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. <br><br> **CCSS.ELA-Literacy.W.7.1b** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. <br><br> **CCSS.ELA-Literacy.W.7.1c** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. |
| **Page 123** | **CCSS.ELA-Literacy.RL.7.2** Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. <br><br> **CCSS.ELA-Literacy.RL.7.3** Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). |

| Page Number (s) | Common Core State Standards Alignment: Level 7 |
|---|---|
| **Page 124** | **CCSS.ELA-Literacy.W.7.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| **Page 125** | **CCSS.ELA-Literacy.W.7.3a** Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. |
| **Page 126** | **CCSS.ELA-Literacy.RH.6-8.2** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.<br><br>**CCSS.ELA-Literacy.RH.6-8.5** Describe how a text presents information (e.g., sequentially, comparatively, causally).<br><br>**CCSS.ELA-Literacy.WHST.6-8.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| **Pages 127-128** | **CCSS.ELA-Literacy.RL.7.3** Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).<br><br>**CCSS.ELA-Literacy.W.7.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. |
| **Page 129** | **CCSS.ELA-Literacy.WHST.6-8.2a** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.<br><br>**CCSS.ELA-Literacy.WHST.6-8.2b** Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| **Page 130** | **CCSS.ELA-Literacy.RL.7.6** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.<br><br>**CCSS.ELA-Literacy.W.7.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. |
| **Page 131** | **CCSS.ELA-Literacy.RH.6-8.1** Cite specific textual evidence to support analysis of primary and secondary sources.<br><br>**CCSS.ELA-Literacy.WHST.6-8.1b** Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. |
| **Page 132** | **CCSS.ELA-Literacy.RL.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.<br><br>**CCSS.ELA-Literacy.RL.7.3** Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). |

## Think about the magic of words and enjoy the following activity.

**Directions:** Answer each question. Be able to explain the reason for your answer.

1. The four climbers plodded up the side of the mountain. The boreal wind was biting at their faces. Suddenly, one lost his footing and began to slide. Fortunately they were tethered together and were able to avert a catastrophe.

   a. Were the climbers moving at a slow or quick pace up the mountain? _____
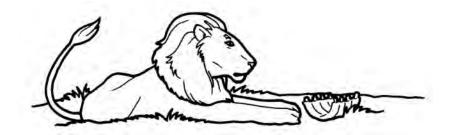
      What word tells you? _____

   b. *Boreas* is a Greek word for the god of the North wind. What describing word means northern?

      _____

   c. What word could replace *tethered*?

      _____

   d. Did the climbers *avoid* or *cause* a catastrophe?

      _____

2. You may presume that opting for the "super size" at a fast-food restaurant is a good value. That may only be true if you narrow the definition of value to mean more for less money. Consider an alternate view. For a little extra money, you are getting (and consuming) a huge number of extra fat and calories. You may be able to afford the extra money, but can you afford the fat?

   a. What word means to make a judgment without really thinking about it?

      _____

   b. Does the word *view* mean a scene or an opinion? _____

   c. What word could replace *consuming*? _____

   d. What word means *bear the cost* or *consequences*? _____

   e. What consequences might the writer of this passage be warning you of? _____

      _____

**Directions:** Study the words and their meanings. Then write the words that correctly complete each sentence.

1. While eating, a lion will often _____
   to lick its _____.

2. The family lived in a royal _____ on a
   large _____.

3. Our team is ahead because we _____
   _____ more game than the next team.

4. My puppy _____ shoes, but he always
   seems to _____ mine.

5. Her _____ carried her to the finish of
   the marathon—quite a _____!

6. He had to _____ someone to replace him
   because he took a _____ position.

7. I will _____ the amount of homework if
   you give full attention to the _____.

8. The _____, where Congress meets,
   is located in the nation's _____.

9. The _____ aren't done yet because I
   forgot to _____ the door of the dryer.

**paws**: animal feet
**pause**: brief stop

**manner**: style
**manor**: estate

**one**: number 1
**won**: past of win

**choose**: pick
**chews**: bites

**feat**: accomplishment
**feet**: plural of foot

**hire**: employ
**higher**: above

**lesson**: instruction
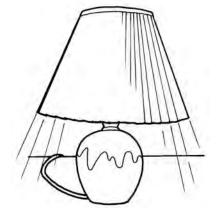**lessen**: make less

**capital**: a city
**capitol**: a building

**close**: shut
**clothes**: clothing

## You can change the meaning of words by adding different prefixes and suffixes.

**Directions:** Use the clues to help you finish each sentence correctly.

> • proved to be false or unbelievable
>
> • a structure for transporting water
>
> • a reason to move or take action
>
> • to brighten or enlighten
>
> • a set of names or system of naming
>
> • one who is new at doing something
>
> • to please, calm, or make peace
>
> • someone who watches

1. If **luminous** means giving off light or brightness, then **illuminate** means

_____

2. If a **spectacle** is something to watch, then a **spectator** is

_____

3. If **credible** means able to be believed, then **discredit** means

_____

4. If **placid** means peaceful and calm, then **placate** means

_____

5. If **nominate** means to name, appoint, or identify, then a **nomenclature** is

_____

6. If an **aquarium** is a water environment, then an **aqueduct** is

_____

7. If **mobile** means capable of moving, then **motivation** means

_____