Common Core ELA Literacy

grade 7

ASSESSMENT PREP for COMMON CORE READING

Tips and Practice for the Reading Standards

CD-404224

Common Core ALIGNED State Standards

CORRELATED carsondellosa.com

- Test-Taking Tips
- Instructional Resources
- Practice Assessments
- Literature
- Informational Text
- Paired Passages
- CCSS Matrix

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Common Core State Standards Matrix

English Language Arts Reading Standards

Units of Study	Reading Literature										Reading Informational Text									
	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6	Standard 7	Standard 8	Standard 9	Standard 10	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6	Standard 7	Standard 8	Standard 9	Standard 10
Instructional Resources	X	X		X		X					X	X		X	X	X				
Novel	X	X	X	X	X	X		*		X										
Poem	X	X	X	X	X	X		*		X										
Drama	X		X	X	X	X		*		X										
Speech											X	X		X		X				X
Autobiography											X	X		X	X	X				X
Science Article											X	X		X	X	X	X			X
Newspaper Article											X	X		X		X				X
Flyer (Functional Text)											X			X		X				X
Paired Text											X	X		X	X	X		X	X	X

*This standard is not applicable to literature.

Literacy Standards

Units of Study	Literacy in History/ Social Studies										Literacy in Science & Technical Subjects									
	RH.6-8.1	RH.6-8.2	RH.6-8.3	RH.6-8.4	RH.6-8.5	RH.6-8.6	RH.6-8.7	RH.6-8.8	RH.6-8.9	RH.6-8.10	RST.6-8.1	RST.6-8.2	RST.6-8.3	RST.6-8.4	RST.6-8.5	RST.6-8.6	RST.6-8.7	RST.6-8.8	RST.6-8.9	RST.6-8.10
Speech	X			X		X		X		X										
Autobiography	X			X	X					X										
Science Article											X	X		X	X	X	X	X		X
Newspaper Article	X	X		X		X		X		X										
Paired Text	X	X		X	X	X		X	X	X										

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Test-Taking Tips

Prepare for Success

During the School Year:

- Attend school regularly.
- Listen and participate in class.
- Ask questions when you don't understand.
- Complete homework assignments.
- Learn testing vocabulary.
- Practice technology skills for online testing.

Before Taking the Test:

- Get plenty of sleep the night before testing.
- Eat a healthy breakfast the morning of the test.
- Go to the restroom before entering the testing room.
- Bring needed supplies to the testing room.

Test-Taking Tips

Keys to Success

- Be confident and maintain a positive attitude.
- Manage your time wisely.
- Read or listen to all directions.
- Read each question carefully.
- Read all answer choices before choosing one.
- Eliminate wrong choices, then choose the best answer.
- Use details or evidence to support a written response.
- Skip or flag difficult questions and answer them last.
- Review your answers.
- Make sure you have answered all questions.
- Think twice before changing an answer.

Test-Taking Tips

Ten Strategies for Success

1. Preview the reading selection for organizational structures and text features.

2. Read all titles, headings, subheadings, maps, charts, graphs, and diagrams carefully.

3. To help you understand the meaning of the text, create mental pictures of what you are reading.

4. As you read, take notes to help you remember and understand key ideas and details.

5. To help you comprehend difficult text, remember to slow down, re-read, or break the text into small chunks.

6. When determining the theme or central idea of a text, the first sentence, the last sentence, or the title usually provides a clue.

7. When you are trying to figure out a vocabulary word from context, replace the word with each of the answer choices and see which answer makes the most sense.

8. Pay close attention to words or phrases in a question that are underlined or are in bold print.

9. Decide what you think the answer to a question is before reading the choices. Then look in order to see if your answer is there.

10. When a question contains the word *best,* remember that there is probably more than one possible answer. You need to look for the **BEST** answer.

Adapted from *Preparing Students for Standardized Testing, Grade 6* by Janet P. Sitter. Used with permission of Mark Twain Media, Inc. Publishers.

Name: _____ Date: _____

Test-Taking Tips
Technology Skills Self-Assessment

Directions: Read the "Checklist of Skills for Online Assessments" chart. Place a checkmark beside the skills that you can successfully perform. Practice the remaining skills until you become proficient.

Checklist of Skills for Online Assessments

I know how to . . .	
	log in to a computer.
	access the test.
	use function buttons.
	navigate through the text.
	play audio/video clips.
	use the vertical scroll bar.
	drag and drop text.
	highlight text.
	select and deselect answers.
	flag questions for later review.
	create and edit responses.
	submit the test.
	exit the test.

Name: _____ Date: _____

Reading Comprehension

Reading comprehension is the ability to understand what you are reading.

TIP When the text becomes difficult or confusing, remember to slow down, re-read, or break the text into small chunks. Creating a mental picture of what you are reading also helps with comprehension.

Directions: Read the text and answer the sample assessment question.

Text: "The Sun" by Don Powers, Ph.D. and John B. Beaver, Ph.D.

The sun is by far the largest heavenly body near the earth. It is so large that even the largest planets are tiny by comparison. The sun generates its own light, and we depend on that light for many things. Sunlight not only brightens our world but also causes plants to grow and drives the weather processes that bring us winds, clouds, rain, and snow. Without the sun, life on Earth would not be possible. Also, without the sun, we would not be able to see the moon and other planets. The moon and planets do not create their own light. We see them because of the sunlight that reflects off their surfaces.

Although we usually think of our sun as being something special, it is really just an ordinary star. Compared to the rest of the solar system, however, it is something special. The sun contains about 98% of the mass of the solar system and provides almost all of its energy. Its diameter is about 110 times the diameter of the earth.

The center portion, or core, of the sun is a blazing furnace where hydrogen is being converted into helium. The conversion process is the same one that goes on in a hydrogen bomb, and the temperature in the core is a toasty 15 million degrees Celsius! Several layers above the core, energy is transported upward toward the surface of the sun to the part we call the photosphere.

Astronomy: Our Solar System and Beyond by Don Powers, Ph.D., and John B. Beaver, Ph.D.
Used with permission of Mark Twain Media, Inc., Publishers

Sample Assessment Question

Why is sunlight important to life on Earth? Check all that apply.

- ○ A. "largest heavenly body near the earth"
- ○ B. "generates its own light"
- ○ C. "drives the weather processes"
- ○ D. "causes plants to grow"
- ○ E. "planets do not create their own light"
- ○ F. "core of the sun is a blazing furnace"

Name: _____ Date: _____

Making Inferences

An **inference** is a conclusion based on reasoning and textual evidence. The reader makes an inference when trying to figure out something the author has not stated explicitly in the text.

TIP To make an inference, use clues from the text and what you already know about the topic.

Directions: Read the text and answer the sample assessment questions.

Text: "Colonial Express Riders" by Cindy Barden

The Boston Committee of Correspondence employed Paul Revere and others as express riders to carry news, messages, and copies of resolutions to other colonies. On the night of April 18, 1775, they sent Paul Revere from Boston to Lexington to warn Samuel Adams and John Hancock that the British were about to arrest them and to alert the militia that troops planned to seize weapons and ammunition stored at Concord. They also sent another rider, William Dawes, by a different route with the same warning. By the end of the night, Revere and Dawes were joined by as many as forty men on horseback spreading the word across Boston's Middlesex County.

Exploration, Revolution, and Constitution by Cindy Barden. Used with permission of Mark Twain Media, Inc., Publishers.

Sample Assessment Questions

Part A
Based upon the text, what can the reader **most likely** infer about express riders?

- ○ A. Express riders played a major role during the American Revolutionary War.
- ○ B. The Boston Committee of Correspondence sent over 40 riders to warn the militia on the night of April 18, 1775.
- ○ C. Express riders were expert horsemen.
- ○ D. Paul Revere alerted the militia that troops planned to seize weapons stored at Concord.

Part B
Highlight **two** details in the text that support the answer in Part A.

Name: _____ Date: _____

Textual Evidence

Textual evidence is the information within the text that supports the author's claim or argument.

TIP To identify evidence or supporting details, search the text for facts, reasons, and statements that support the claim of the author.

Directions: Read the text and answer the sample assessment question.

Text: Letter to Doctor Walter Jones from Thomas Jefferson (excerpt)

He was, indeed, in every sense of the words, a wise, a good, and a great man.… His person, you know, was fine, his stature exactly what one would wish, his deportment easy, erect, and noble; the best horseman of his age, and the most, graceful figure that could be seen on horseback.… On the whole, his character was, in its mass, perfect, in nothing bad, in few points indifferent; and it may truly be said, that never did nature and fortune combine more perfectly to make a man great, and to place him in the same constellation with whatever worthies have merited from man an everlasting remembrance. For his was the singular destiny and merit, of leading the armies of his country successfully through an arduous war, for the establishment of its independence; of conducting its councils through the birth of a government, new in its forms and principles, until it had settled down into a quiet and orderly train; and of scrupulously obeying the laws through the whole of his career, civil and military, of which the history of the world furnishes no other example.…

These are my opinions of General Washington, which I would vouch at the judgment-seat of God, having been formed on an acquaintance of thirty years…

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Sample Assessment Question

In his letter, Thomas Jefferson states that, in his opinion, George Washington was "a wise, a good, and a great man."

What are **two** details from the text that show Jefferson's claim is based on sound reasoning?

Write your answer in the box.

Name: _____ Date: _____

Theme

The **theme** is the main message or moral of a story or poem. Some common themes are freedom, survival, friendship, and patriotism.

TIP To help determine the theme of a text, you must identify its main idea.

Directions: Read the text and answer the sample assessment questions.

Text: "Something Childish, But Very Natural"
by Samuel Taylor Coleridge

If I had but two little wings
And were a little feathery bird,
To you I'd fly, my dear!
But thoughts like these are idle things,
And I stay here.

But in my sleep to you I fly:
I'm always with you in my sleep!
The world is all one's own,
But then one wakes, and where am I?
All, all alone.

Sleep stays not, though a monarch bids:
So I love to wake ere break of day:
For though my sleep be gone,
Yet while 'tis dark, one shuts one's lids,
And still dreams on.

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Sample Assessment Questions

Part A
Which statement **best** reflects the theme of the poem?

- ○ A. Dreaming occurs during sleep time.
- ○ B. Dreaming allows wishes to be fulfilled.
- ○ C. Dreaming only occurs at night.
- ○ D. Dreaming is a way to relive childhood.

Part B
Highlight the **two** lines of the poem that provide evidence to support the answer in Part A.

Name: _____ Date: _____

Central Idea

The **central idea** is the most important idea of a text. Nonfiction works may contain multiple central ideas.

TIP The central or main idea is often revealed by the title or in the first or last sentences of the text. Other times, it is revealed through the key details in the text.

Directions: Read the text and answer the sample assessment question.

Text: "Financing the Government" by Schyrlet Cameron, Janie Doss, and Suzanne Myers

Revenue

The United States government needs a source of revenue or income to pay expenses. Examples of expenses are salaries of elected officials such as the President and members of Congress. Also, it pays the salaries of public employees such as soldiers. The government must pay for public goods and services provided to citizens. Public goods and services include national defense, public health services, and education. The revenue comes from a variety of sources, but taxes provide most of the money the government spends. Taxes are charges collected from individuals and businesses. State and local governments also collect taxes to pay expenses.

The Power to Levy Taxes

Taxes have been a part of United States history since colonial days. Overtaxation was a major reason the colonists fought for independence from Great Britain. When the United States Constitution was written, the founding fathers knew the new nation needed a way to raise money to finance such items as roads and defense. The writers of the Constitution decided to give Congress the power to levy and to collect taxes.

Economic Literacy by Schyrlet Cameron, Janie Doss, and Suzanne Myers. Used with permission of Mark Twain Media, Inc., Publishers.

Sample Assessment Question

Which **two** statements **best** reflect the central ideas of the text?

- ○ A. The United States government needs income to operate.
- ○ B. Individuals and businesses are required to pay taxes.
- ○ C. The government would need money to build roads.
- ○ D. State and local governments have the power to collect taxes.
- ○ E. Taxation was a major reason for the American Revolutionary War.
- ○ F. The Constitution gives Congress the authority to charge and collect taxes.

Name: _____ Date: _____

Summary

A **summary** contains the key points of a text. It should not include the writer's personal feelings, opinions, or prior knowledge of the subject.

TIP A summary is usually three or four sentences that include the central idea of a text with supporting details.

Directions: Read the text and answer the sample assessment question.

Text: "Caffeine 101" by Anne Davies and Kerry Humes

Caffeine actually affects our brain chemistry. As little as 30 mg of caffeine can have an impact on your brain chemistry and affect your mood and behavior. It only takes a few days of regularly consuming caffeine for our brain chemistry to start expecting the caffeine. Some people can become physically dependent and begin to experience withdrawal symptoms on as little as 100 mg of caffeine per day.

If you consume too much caffeine, your heart may start to race and your muscles may twitch. Caffeine, particularly in higher doses, can cause panic attacks. It can also cause tremors, anxiety, or restless and disconnected thoughts and speech.

If you want to cut down on the amount of caffeine you consume, it's a good idea to decrease by small amounts each day. When a person dramatically decreases the level of caffeine they consume, they can experience withdrawal symptoms, including: headache, fatigue, and difficulty concentrating. When you do cut down on caffeine, your brain chemistry adjusts quite quickly, in a matter of days, so the symptoms don't last long.

Healthy Eating & Exercise by Anne Davies and Kerry Humes. Used with permission of Mark Twain Media, Inc., Publishers.

Sample Assessment Question

Which **two** statements should be included in a summary of the text?

- ○ A. Caffeine has an effect on brain chemistry.
- ○ B. An intake of 30 mg of caffeine can affect a person's mood.
- ○ C. Caffeine can cause muscles to twitch.
- ○ D. Consuming high doses of caffeine can cause panic attacks.
- ○ E. Decreasing the amount of caffeine consumed daily can cause withdrawal symptoms.
- ○ F. Low doses of caffeine can cause headaches.

Name: _____ Date: _____

Word Meaning

As you read, you may encounter unfamiliar words.

TIP Use context clues to help you determine the meaning of an unfamiliar word. The context is the other words, phrases, and sentences that surround the unfamiliar word.

Directions: Read the text and answer the sample assessment question.

Text: "Benjamin Rush" by Victor Hicken

Benjamin Rush was an important man in his time. Raised in Pennsylvania and educated at Princeton and later the University of Edinburgh, he practiced medicine in Philadelphia and taught there in the medical college. As a member of the staff of Pennsylvania Hospital, he became interested in social reform. He established the first free clinic in the United States and later took part in fighting a terrible yellow fever epidemic in Philadelphia. Since nothing was known of the germ theory at that time, Rush thought that the outbreak was caused by spoiled coffee on the wharves of the city. He was closer to the cause than he realized. It is very likely that the imported bags also carried large numbers of mosquitoes that carried yellow fever, and those insects spread the disease.

U.S. History: Inventors, Scientists, Artists, & Authors by Victor Hicken. Used with permission of Mark Twain Media, Inc., Publishers.

Sample Assessment Question

Which **two** words or phrases from the text help the reader determine the meaning of epidemic?

- ○ A. *yellow fever*
- ○ B. *germ theory*
- ○ C. *outbreak*
- ○ D. *spoiled coffee*
- ○ E. *mosquitoes*
- ○ F. *spread the disease*

Name: _____ Date: _____

Tone

Tone is how an author feels toward the topic or subject of the text. Authors create tone by using words with positive or negative connotations. They also use figurative language, such as similes, metaphors, and personification. Examples of words that describe tone are *cheery, angry, amused,* and *sad.*

TIP Look closely at the author's choice of words. Identify the connotation of words and search for examples of figurative language.

Directions: Read the text and answer the sample assessment questions.

Text: *Call of the Wild* by Jack London

The distance had been measured off, and as he neared the pile of firewood which marked the end of the hundred yards, a cheer began to grow and grow, which burst into a roar as he passed the firewood and halted at command. Every man was tearing himself loose, even Matthewson. Hats and mittens were flying in the air. Men were shaking hands, it did not matter with whom, and bubbling over in a general incoherent babel.

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Sample Assessment Questions

Part A
Which word **best** describes the tone of the passage?

- ○ A. happiness
- ○ B. hopeful
- ○ C. joyful
- ○ D. jubilation

Part B
What are **two** details from the text that support the answer in Part A?

Write your answer in the box.