

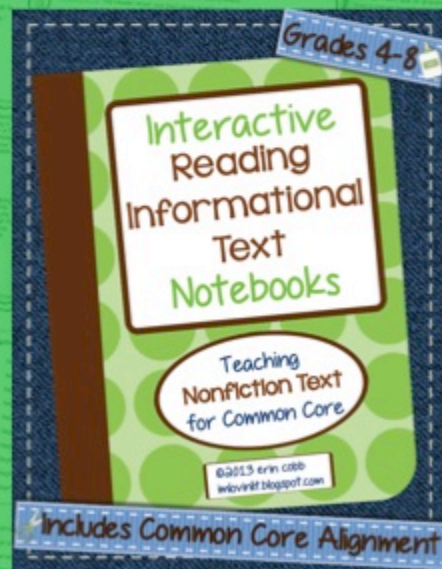
Practice & Assess READING INFORMATIONAL TEXT

Grades 7-8

90+ Pages

No Prep
Printables
& Answer Keys

Use With:



Reading Informational Text Practice & Assess

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Level 7, Grades 7-8

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Thank you so much for your purchase! This resource is jam-packed with content specifically designed to practice and assess the lessons in the Interactive Reading Informational Text Notebook. So that these printables are grade-level appropriate, I am releasing three sets:

Set 1 - Grades 4-5 (Level A)

Set 2 - Grade 6 (Level B)

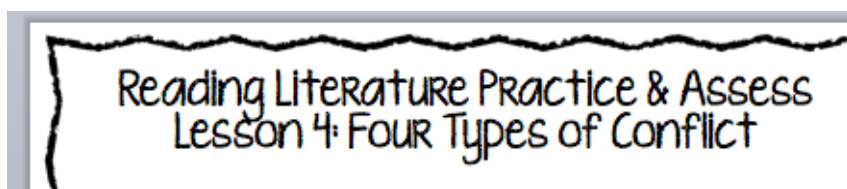
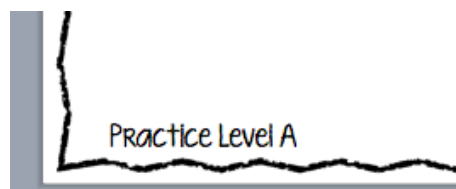
Set 3 - Grades 7-8 (Level C)

Each set includes **unique** content, which means that the questions and passages are all completely different and leveled, for each packet. If you differentiate in your reading classes, I **highly recommend that you purchase all 3 sets**. Sets 2 and 3 will be released in the month of November. A bundle is available to purchase all 3 sets.

For each lesson, there is a 20-item practice followed by a 20-item assessment. The items on the assessment are similar in content and in format to the items on the practice so that your students are prepared for each assessment.

Most lessons are 2 pages, so I run them front and back and recommend that you do the same whenever possible.

Since there are 3 sets and two similar worksheets for each lesson (one practice and one assessment), I have included this information at the bottom right corner of each page. It either reads *Practice* or *Assessment*, followed by the level. The lesson number and topic are always at the top left.



Reading Informational Text Practice & Assess FAQ

Will these worksheets teach the lessons for me?

No. These printables are meant to be used after the lesson is taught in order to practice and then assess students' knowledge and understanding of the content or skill. The Interactive Reading Literature Notebook includes lessons for each skill. This packet includes worksheets for each.

Will I need to find articles and other resources to use with these printables?

No! These are no-prep, which means all of the passages and content are included. Print and go!

Are these meant to prepare students for Common Core Assessments such as PARCC or Smarter Balanced?

No. These are not meant to be used as test prep, but as everyday practices and assessments.

Are you making sets for your other Interactive Notebooks?

Yes. Literature and Grammar have already been released, and Writing will follow Informational Text.

I teach students for multiple years. Can I use these printables?

Yes! There will be 3 sets (see above) so simply purchase the set(s) relevant for your grades.

Reading Informational Text Practice & Assess

Lesson 1: Main Idea and Supporting Details

Name _____

Read the passage below and answer the questions that follow.

For the past four years, Garrett Holeve has spent two to four hours every day training to become a mixed-martial arts (MMA) fighter. MMA is a challenging combat sport that combines elements of kickboxing, standard boxing, jiu-jitsu, wrestling, karate, judo, and many other disciplines. Learning the elements of MMA is hard work, and training to be proficient in using and defending himself from all of these combat methods is a significant commitment. Holeve has accepted both the challenge and the commitment. After four years of grueling preparation, he is confident that he is ready to compete in amateur bouts in his home state of Florida.

However, there is a catch. Garrett Holeve has Down syndrome. Down syndrome occurs when a person has a partial or full extra chromosome. While not all people with Down syndrome are alike, there are some common factors—including cognitive delays—that can make it difficult for people like Garrett to learn at the same pace as typical students. Garrett has overcome his learning disability to master all of the complex components of MMA. And, through his dedication to his training, Garrett has even overcome one of the most common characteristics of those with Down syndrome: low muscle tone. He is strong, muscular, and in much better physical condition than many typically-abled young men his age.

Holeve has fought in exhibition competitions, or competitions where there was no score or announced winner. He has done well in these exhibitions and has demonstrated an understanding of the rules of the sport, earning the respect of both opponents and fans. Holeve believes that he is ready to go on to amateur competitive bouts and is eager to do so. Unfortunately, Holeve's opportunities to pursue the sport he loves are limited. The Special Olympics, an organization that sponsors sporting events for those with disabilities, does not sponsor MMA and has indicated they have no plans to do so. This means there is no chance Holeve will ever compete against other disabled MMA athletes. Undaunted, Holeve tried to compete in the league for typically-abled fighters in his home state of Florida. However, the state boxing commission intervened and cancelled his match, citing his disability as the reason.

Holeve is undaunted. He has trained tirelessly and believes he is ready to compete. So, despite the many obstacles he has encountered, he refuses to give up. Holeve is dedicated to finding an opportunity to participate in the sport he loves. With help from his family, he has started a petition on Change.org asking the public to show its support so he can challenge the boxing commission and demand he be given the same opportunity to compete as other athletes. Holeve's Foundation, called "Garrett's Fight," is dedicated to finding opportunities for all disabled athletes and to creating adaptive training and sport opportunities for those athletes. Holeve plans to sue the boxing commission and will insist on a change in the laws excluding disabled athletes from competing so that he and many others have equal opportunities.

Reading Informational Text Practice & Assess

Lesson 1: Main Idea and Supporting Details

1. Name a person this article focuses on:

2. What problem does this article focus on?

3. What nouns or adjectives are stressed in this article?

4. What is the topic of this passage?
 - a. Disabilities
 - b. Garrett Holeve
 - c. MMA fighting
5. Which statement would be the most appropriate title for this passage?
 - a. The Benefits of The Special Olympics
 - b. Overcoming Downs Syndrome
 - c. A Young Man With a Dream
6. What sentence from the passage could be considered a topic sentence?
 - a. Holeve tried to compete in the league for typically-abled fighters in his home state of Florida, but the state boxing commission intervened and cancelled his match, citing his disability as the reason.
 - b. Holeve is dedicated to finding an opportunity to participate in the sport he loves.
 - c. And, through his dedication to his training, Garrett has even overcome one of the most common characteristics of those with Down syndrome, low muscle tone.
7. Identify a detail that supports that Holeve is prepared to be a professional fighter.
 - a. He has done well in amateur bouts
 - b. He has better muscle tone than many typically abled young men his age.
 - c. He has started a foundation, Garrett's Fight.
8. Identify a detail that would not support the main idea.
 - a. The Special Olympics sponsors sporting events for those with disabilities.
 - b. Holeve has trained tirelessly to prepare to compete.
 - c. Holeve started a petition on Change.org to change the competition laws in Florida.

The first paragraph is rewritten below. Use this paragraph to follow the instructions for 9 and 10 below.

9. Put a box around the topic sentence in this paragraph.
10. Underline three supporting details in the passage.

For the past four years, Garrett Holeve has spent two to four hours every day training to become a mixed-martial arts (MMA) fighter. MMA is a challenging combat sport that combines elements of kickboxing, standard boxing, jiu-jitsu, wrestling, karate, judo, and many other disciplines. Learning the elements of MMA is hard work, and training to be proficient in using and defending himself from all of these combat methods is a significant commitment. Holeve has accepted both the challenge and the commitment. After four years of grueling preparation, he is confident that he is ready to compete in amateur bouts in his home state of Florida.

Reading Informational Text Practice & Assess

Lesson 2: Organizing and Outlining

A. Read the supporting details (A-L). Then, read the topic sentences in the tables that follow. Decide which details belong under each topic sentence and write the details in the appropriate spaces.

Supporting details:

- (A) These doctors believe that people who are sedentary (spend a lot of time sitting) are at a higher risk for some diseases and conditions.
- (B) Each student was equipped with a sensor that recorded steps and the number of calories burned during the day.
- (C) The experiment showed that students who used the standing desks burned 15% more calories per day than students in traditional classrooms at sit-down desks.
- (D) Schools in Australia and England have been testing the new kinds of desks and have seen similar positive results.
- (E) For example, extended sitting can contribute to heart disease, the development of diabetes, weaker muscles, and hip and knee problems.
- (F) In addition, teachers reported that students who were allowed to stand during class were more alert and could concentrate longer on their work.
- (G) But how can people stand and get the work done they need to complete at their desks? For one school district, the answer is simple: standing desks!
- (H) Then, their regular desks were replaced with taller desks that allowed them to stand.
- (I) The students were also provided high stools so that they could sit at the taller desks as well.
- (J) Another interesting observation observed during the experiment was that younger students seemed to adjust to standing desks more easily than older students.
- (K) Researchers hope the positive results these schools have found will encourage schools all over the country to invest in new, healthier stand-up desks.
- (L) It seems that students in older grades have been told to sit still for so many years that they find it uncomfortable to stand up.

Reading Informational Text Practice & Assess

Lesson 2: Organizing and Outlining

In the last ten years, doctors have studied the effects of long days seated at a desk on the human body.

1.

2.

3.

In College Station, Texas, administrators tried a week long experiment with 480 students to see if being given the opportunity to stand during classroom time would improve their health.

4.

5.

6.

The results were dramatic.

7.

8.

9.

10.

This school in Texas is not the only school that is trying out standing desks.

11.

12.

Reading Informational Text Practice & Assess

Lesson 6: Nonfiction Text Structure (Overview)

- _____ 16. Two of the most popular social media platforms are Facebook and Twitter. While both allow users to reach a narrow audience of selected friends, they also allow users to reach a broader audience. Facebook does not limit the number of words or characters in a post or comment on the platform. Twitter, on the other hand, limits users to 140 characters—which includes letters, numbers, symbols, and spaces. Both platforms enable users to use images or videos, but those on Twitter must include links to the content. Facebook users, however, can place their images and videos within their messages.
- _____ 17. Cyberbullying is on the rise. While much attention has been paid to the effects of cyberbullying, not as much time has been spent identifying the causes. One major cause is the anonymity the internet provides users. People who might be shy and never consider bullying or even speaking out in “real life” can feel empowered when they are hidden behind a screen. And, if they feel they don’t have a voice in their real lives, they might overcompensate online. In that case, they may be the loudest, rudest contributor in a group.
- _____ 18. Texting while driving is a growing problem that has led to increasing numbers of accidents around the country. Several public service programs have been put into place to warn drivers of the dangers of texting. While these have had some impact, they have not completely solved the problem. Another, more drastic solution is to require all cars to have a cell service blocker that engages when the engine starts. These blockers make it impossible to send or receive phone calls or text messages while the car is running.
- _____ 19. Most people who drive a car will, at some point, have to pump gas into that car. Filling a car with gas is not complicated. First, determine what side of the car the gas cap is on, then pull into the gas pump so that the gas cap is closest to the pump. Next, get out of the car and walk to where the gas cap and pump are located. Remove the gas cap so that the hole to the gas tank is visible. Review the options on the gas pump. Determine what kind of gas you will use and how you will pay. If necessary, swipe a credit or debit card. Pull the nozzle from the pump and insert it into the hole leading to the tank. Squeeze the trigger on the nozzle and watch the readout on the pump to see how much gas is added. If you do not stop pumping before the tank is full, the nozzle will automatically stop.
- _____ 20. The house had obviously been built in a different time by people with a lot of money. The front door was at least 12 feet tall and covered with ornate carvings of fruit trees, elves, and fairies. The entry way just inside the door was a perfect circle, floored in white marble and walled in gold-papered walls that stretched at least 20 feet to the ceiling. The faint smell of mold reminded visitors that the house was very old and had been standing for decades without air conditioning, allowing the moisture of the humid air to slowly destroy the woodwork and plaster.

Reading Informational Text Practice & Assess

Lesson 8: Compare & Contrast

Name _____

Read each of the excerpts below and answer the questions.

Both large schools and small schools offer standard classes like English, math, history, and science. At larger schools, with a greater number of students, additional elective or special courses may also be offered. For example, a larger school might enroll enough interested students to offer band, orchestra, chorus, jazz band, and rock band. A larger school might also offer students a greater choice of sports. Along with the standards (like baseball, football, soccer, and basketball), a larger school might offer fencing, swimming, or volleyball. That is not to say that there are no advantages to smaller schools. At smaller schools, students have a greater opportunity to participate. There may not be tryouts or cuts for most sports, and there might be roles for all interested actors in student drama productions.

List two similarities:

List two differences:

1.

3.

2.

4.

The first astronauts had a lot in common with Christopher Columbus. Both set out on journeys to places that had been theorized but never seen in person. Both relied on their knowledge of their ships and their determination to get to their destinations. Astronauts, unlike Columbus, could communicate with people at home. These individuals could provide them with guidance and advice when they encountered difficult situations. Columbus, unlike the astronauts, was in search of riches and a place to start a settlement.

List two similarities:

List two differences:

5.

7.

6.

8.

Teachers have observed that students in any class generally fall into two categories: active and passive. Both may be equally interested in earning good grades, but active students are more likely to ask questions and seek clarification of assignments. Passive students, unlike their active peers, sometimes neglect to ask for help if they don't understand the requirements of a task. If they don't complete all parts of a task, they may reply by saying, "But you never told me to..." Active students plan ahead for tests and quizzes, studying frequently throughout a unit, while passive students wait until the night before a test and restrict their studying to any review materials the teacher has provided.

List two similarities:

List two differences:

9.

11.

10.

12.

Lesson Practice	
1	Garrett Hoelve
2	Garrett has Down syndrome but wants the opportunity to compete with other MMA athletes.
3	MMA fighting, Down syndrome, equality, disability, obstacles, dedicated
4	b
5	c
6	b
7	a
8	a
9	For the past four years, Garrett Hoelve has spent two to four hours every day training to become a mixed-martial arts (MMA) fighter.
10	The second, third, fourth, and fifth sentences in the paragraph contain supporting details.
11	Chef Jamie Oliver
12	Many school-aged children lack nutrition education and this contributes to childhood obesity.
13	nutrition, school lunches, healthy, eating, habits, obesity, Huntington, changes
14	b
15	b
16	a
17	a
18	c
19	The best part about Oliver's efforts in Huntington is that they were sustainable.
20	The second and third sentences contain supporting details.

Lesson Assessment	
1	John Robert Lewis
2	Civil Rights
3	civil rights, The Big Six, United States, activists, book, historic, memoir, congressman
4	c
5	a
6	a
7	b
8	b
9	Now Lewis hopes to reach a new...
10	The second sentence includes supporting details
11	Reed Hastings
12	movie rentals, business
13	movie, rental, fees, video, rent, Netflix, DVD, Internet
14	b
15	a
16	b
17	b
18	b
19	Reed Hastings had a problem.
20	The first, third, fifth, and sixth sentences contain supporting details.

Reading Informational Text Practice & Assess Level 7, Grades 7-8

(sample answers only, student answers will vary)

Lesson 8 Practice	
1	both offer standard classes like English, math, history, and science
2	both offer standard sports - baseball, football, etc.
3	larger schools have more electives
4	larger schools offer greater variety of sports, such as fencing, swimming, and volleyball
5	both set out to new places
6	both relied on knowledge of ships and determination to get there
7	Astronauts communicated with people home for help; Columbus could not
8	Columbus searched for riches and settlement; astronauts research
9	both might be interested in earning good grades
10	both are present in any class
11	active ask more questions and seek clarification of assignments more often
12	active students plan ahead, while passive students do not
13	both common types of precipitation
14	both can lead to problems
15	rainfall can lead to flooding; snow accumulation does not flood
16	homeowners must remove snow; rain cannot be removed
17	both have limited freedom
18	both know when punishment ends
19	only criminals go to jail; non-criminals can be punished
20	when in jail, you aren't permitted to leave for school, etc. while when punished you are

Lesson 8 Assessment	
1	both rely on guardians for well being and needs
2	both seek independence from caregivers
3	toddlers test parents by refusing to eat foods; teens test parents by breaking curfews
4	toddlers enjoy exploring the house, teens enjoy getting away with friends
5	both bring change to science or technology
6	both a result of researcher's work
7	discovery is found in final form; invention is pieced together
8	invention is combined parts; discovery is one whole thing
9	both cause stuffy nose, headache, body ache
10	both can cause tiredness
11	flu can have fever; colds do not
12	flu is much more severe than a cold
13	both ways to watch movies
14	both viewers can enjoy snacks and comfortable seating
15	screen at a theater much larger than home
16	movie tickets cost much more than movie rental at home
17	both types of students are taught by a qualified teacher
18	students must complete assignments in traditional and online courses
19	students can attend online when convenient while traditional has set schedule
20	traditional classes have real discussions, online through discussion boards