7th ELA LEAP Practice
Week 2

1. Complete each day's work. Read the information and answer the Practice Questions on the pages for each day.
2. Read for 30 minutes each day.
3. Complete the reading log on the next page after you read each day.
<table>
<thead>
<tr>
<th>Date</th>
<th>Title</th>
<th>Pages</th>
<th>1 question or prediction</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/23/2020</td>
<td><em>The Three Little Pigs</em></td>
<td>1-20</td>
<td>I wonder why the third pig didn’t help his brothers build better houses?</td>
</tr>
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</table>
Week 2 Day 1
Chapter 4

Understanding Informational Text

This chapter covers the following standards: RI.1, RI.2, RI.3, RI.6

Informational texts are part of the nonfiction genre, so technically, they qualify as literature. Still, since nonfiction differs so much from fiction, drama, and poetry, we’ll examine it on its own here. Informational texts include textbooks, articles, encyclopedia entries, directions, business letters, reports, and so on. Any writing that is meant to inform or explain can be considered an informational text.

Evidence and Inference

**FACTS:**

When you read informational text, there will be times when you will be asked to read a passage and cite textual evidence from the passage. So it is important that you understand the difference between evidence and inference.

When authors write informational text, they will include evidence to support their topic. Evidence is text that is directly stated in the passage. For instance, if an author writes an article about the harmful effects of air pollution, the author will provide evidence to support the topic. Facts, statistics, expert opinions, examples, and quotes are types of evidence that an author uses to support a topic.

Read this short excerpt from an article about air pollution.

Cars, trucks, burning coal, oil, other fossil fuels, and manufacturing chemicals are polluting the air we breathe. Millions of people live in areas where urban smog, very small particles, and toxic pollutants pose serious health concerns. Vehicle exhaust contributes roughly 60 percent of all carbon monoxide emissions nationwide, and up to 95 percent in cities. According to the Environmental Protection Agency (EPA), the average adult breathes over 3,000 gallons of air every day. Children breathe even more air per pound of body weight and are more susceptible to air pollution.

The author of this article states that air pollution is dangerous to both adults and children. The author provides evidence, such as examples of what causes air pollution, statistics regarding vehicle exhaust, and information from EPA experts to support this topic.

However, sometimes when you read informational text, the topic or central idea is not directly stated. When this happens, you will have to make an inference. An inference is making an educated guess based on facts and details in a passage.
The following is a passage in which the topic must be inferred.

These storms occur over land and are the most violent of all. The actual path of destruction of these storms is rarely more than one hundred yards in width. They take the form of a rotating column of air that extends down to the ground from a thundercloud. They happen most often in the Great Plains states and in the Southeastern part of the United States.

Can you guess the topic of this passage? The topic is not directly stated. But by reading the passage, words and phrases such as storms occur over land, violent, destruction of these storms, rotating column of air, and Great Plains states provide clues that the topic of this passage is tornadoes.

Practice 1: Evidence and Inference

How the Steamboat Affected Louisiana’s Culture

Before trains, cars, and airplanes existed, rivers were used for travel. Boats and ships carried people and goods from one place to another, but river travel was often very slow. That changed with the introduction of steam powered boats in the late 1700s and early 1800s. Steamboats, which could travel much faster than other boats, revolutionized river travel and trade, and they dominated the waterways. Goods, such as cotton and sugar, were moving from south to north, and commodities such as grain, pork, and poultry were being transported from north to south. More goods being transported faster meant a dramatic increase in agriculture and manufacturing, which greatly boosted Louisiana’s economy. Unfortunately, steamboats also made the slave trade on the lower Mississippi River, particularly between Saint Louis and New Orleans, more effective and profitable. Steamboats also helped in making improvements to the river system. As river traffic increased, obstacles such as trees, rapids, and water level, emerged as barriers to further economic growth. Technological improvements, including canals and dams, allowed steamboats to bypass dangerous sections of rivers.

1. Part A
   Which goods were moved south to north on steamboats?
   A. sugar and tobacco
   B. tobacco and cotton
   C. sugar and grain
   D. cotton and sugar

   Part B
   Circle the sentence that supports the answer to Part A.

2. Using evidence from the passage, explain how steamboats boosted Louisiana’s economy.
Chapter 4 Understanding Informational Text

3. **Part A**
   What are the obstacles steamboats captains faced as they traveled along rivers?
   Select all that apply.
   A. trees
   B. other steamboats
   C. rapids
   D. violent storms
   E. water level
   F. Indian attacks

   **Part B**
   Circle the sentence that supports the answer to Part A.

4. What were the **two** technological improvements that allowed steamboats to bypass dangerous sections of rivers?

5. From reading the passage, you can infer that
   A. being a steamboat captain was an easy job.
   B. not many people wanted to work on a steamboat.
   C. early steamboat travel was dangerous.
   D. before steamboats, people could not trade goods with others.

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Panama

Panama is one of the countries in Central America. It is bordered by Costa Rica and Colombia, and is situated between the Caribbean Sea and the North Pacific Ocean. Panama is a narrow land bridge connecting North and South America. Most of the people of Panama are descended from indigenous (native people), Europeans, Afro-Caribbean, and immigrants from all over the world. They have their own dialects, languages, and customs, and most speak Spanish.

The Spanish explored and settled Panama in the 16th century. Panama broke with Spain in 1821 and joined Colombia, Ecuador, and Venezuela to form the Republic of Gran Colombia. When this republic dissolved in 1830, Panama remained part of Colombia.

With U.S. support, Panama left Colombia in 1903.
and signed a treaty, which allowed the U.S. to control a strip of land on either side of a new canal. The Panama Canal was built by the United States after Panama's independence from Colombia in 1903. It joins the Atlantic and Pacific Oceans. The canal was built by 75,000 workers between 1904 and 1914 and allows boats to sail between the two oceans without having to go all the way around the South American continent. In 1999, Panama assumed full control of the Panama Canal.

6. **Part A**
   When did work on the Panama Canal begin?
   A. 1830
   B. 1904
   C. 1914
   D. 1903

   **Part B**
   Circle the sentence that supports the answer to Part A.

7. Which two countries border Panama?

8. After reading the passage, you can infer that
   A. without help from the U.S., the Panama Canal may not have been built.
   B. Panama is the most important country in Central America.
   C. it was wrong for the U.S. to help Panama become its own country.
   D. Panama should have remained part of Colombia.

9. Using evidence from the passage, explain why the Panama Canal was built.

10. What makes Panama so special?
    A. Most of the people in Panama speak Spanish.
    B. It is made up of indigenous Europeans, Afro-Caribbean, and immigrants.
    C. It used to be part of the Republic of Gran Colombia.
    D. It is a land bridge that connects North and South America.
Central Idea and Details

The **central idea** or message is what a text is all about. It is the focus of the text. To identify a central idea, you must first read carefully. A good reader will also look for clues and use thinking questions like these:

- What is the text mostly about?
- Is there one sentence that states the central idea?
- How can I summarize the text in my own words?

Read the following passage, and be on the lookout for the central idea.

**Sailing the Seas**

Christopher Columbus was born in Genoa, Italy. As a boy, Columbus went to sea on trading ships, where he acquired knowledge of geography, navigation, and astronomy. He had many adventures at sea before setting out to discover the New World in 1492. Columbus sailed the seas for more than forty years and was proud of his accomplishments. He wrote these words in his journal: “Wherever anyone has sailed, there I have sailed.”

Neither the title nor any one particular sentence in the passage states the central idea outright; instead, it is implied. But by taking into account all the details, it shouldn't be too difficult to infer that the central idea is Christopher Columbus was a remarkable sailor.

**Supporting details** are used to expand the central idea. They offer more information to help you understand the focus of a text. Without supporting details, a piece of writing will not offer you enough information with which to come up with the central idea. With this in mind, look at “Sailing the Seas” again, and try to pick out the major details.

Did your details match any of the ones listed below?

Columbus:

- learned about geography, navigation, and astronomy as a boy working on trading ships.
- had many adventures at sea.
- discovered the New World in 1492.
- sailed the sea for more than forty years.

These details support the central idea of the passage we identified above. Supporting details and ideas expand the central idea of a paragraph and offer more information to help you understand the focus.

Now look at this example and see the explanation of its central ideas and the important details that support it.

**Student Planners**

Many students think they can remember assignments, class reminders, and due dates without the help of writing them down. Rather than using school-issued planners, these students rely upon memory and the behavior of responsible class friends to help them stay on task. Often, these same students will miss important due dates and fail to turn in assignments on time. When tests are given, these students will arrive to class and ask the infamous question, “Oh, do we have a test today?” Such incidents could be avoided if these students made proper use of planners.
Week 2 Day 2
Central Idea: Planners help students remember tests and assignments.

Major Supporting Details: Students who write down assignments and due dates in their planners are less likely to come to class unprepared than those who rely on memory. Students who neglect to use planners often forget about homework assignments and tests.

Practice 2: Central Idea and Supporting Details

Read the following passages, and answer the questions that follow.

Would You Like to Live Forever?

1. Here you are, two decades into the twenty-first century. How would you like to greet the dawn of the twenty-second century? Does this sound crazy to you? Well, take the analogy of a car. Most people expect to use a car for about ten years, and then discard it because it's worn out and not running as well as it did when it was new. Then again, sometimes you see cars still running on the road today that were built in the 1940s and '50s. The difference is simple: it's all in the maintenance.

2. To keep it running properly, a well-tended car must be kept as close to new as possible. This requires the constant attention of the owner to maintain this like-new condition. A conscientious car owner replaces a worn belt or tweaks a change in the engine's timing back into line. He keeps tires properly inflated and ensures oil and other fluids stay within their optimum ranges. The whole effect is that any natural wear and tear is almost immediately rectified before conditions worsen. The car is never allowed to become so out-of-tune that it creates a strain on the other components. The result is a showpiece of steel and chrome that still operates at peak efficiency far beyond the accepted limit of its lifespan.

3. The new bioengineers view the human body in much the same way. The average American's diet is far too full of fats, sugars, and sodium, which stress your body's cells and make it age faster. By using wise preventive maintenance, damage to cells can be repaired as it occurs, long before it results in cellular death or mutation. Vitamins are one weapon in this new arsenal, particularly antioxidants. Keeping the right nutritional balance not only protects cells, but it also boosts the immune system and maintains proper organ function.

4. You have the advantage here. It's early in the game, and you haven't run yourself ragged. Switching now from the snacks and soda aisle to your supermarket's produce section could be your pathway to immortality. If you start taking care of your body as you would a fine piece of machinery, the chances are good that you could ring in the year 2100—and beyond.
Chapter 4 Understanding Informational Text

1. According to the author, how is the human body like a car?
   A. Like a car, the body is made up of different systems that work together and can break down if not cared for properly.
   B. Much as you can do with a car, the human body can be run for long periods of time on a single tank of fuel.
   C. There are as many cars registered in the United States as there are people, so the statistics balance out.
   D. Cars are simple to understand when you have a manual; the human body is just as easy to figure out.

2. What is the central idea of this passage?
   A. You don't know what you have until you lose it.
   B. The best ways of doing anything are the simplest.
   C. Take care of your body, and it will take care of you.
   D. Eat like a car, and you'll always have a free ride.

3. Part A
   According to the passage, select the three things that Americans should reduce from their diet.
   A. fat
   B. starch
   C. sugar
   D. meat
   E. sodium

   Part B
   Which paragraph supports the answer to Part A?

4. According to the passage, what protects cells, boosts the immune system, and maintains proper organ function?

Read this passage, and answer the question that follows.

Good Volcanoes?
Volcanoes are not always destructive. Sick people take baths in hot springs warmed by volcanoes to feel better. Hardened lava or pumice can smooth the rough skin on your feet. Farmers use soil with volcanic rock and ash to help plants grow.
5. What is the central idea of this passage?
   A. Volcanoes can be helpful to people.
   B. Hardened lava helps your skin feel smooth.
   C. Volcanic rock and ash are harmful.
   D. Bathing in hot springs can be too hot.

**Summarizing**

To **summarize** means to come up with your own words for a condensed version of a passage. This can be a helpful way to remember points. This is another skill you already know how to use. When describing a story or a movie to your friends, you mention the main character, key events, and details you liked or didn’t like. When reading, try writing down a summary of each paragraph in a longer passage. This will help you organize its contents in your mind and provide a guide to finding answers to questions.

Read this passage and the explanation that follows.

**Teaching Your Dog How to Play Fetch**

Dogs, like people, need daily exercise to be fit and healthy. Walking your dog is good exercise, but playing fetch is another fun way of adding exercise into your dog’s daily routine. Some dogs, such as Golden Retrievers, automatically love to play fetch. However, other dogs will just sit and watch you throw a ball or stick instead of chasing after it. If your dog has no interest in playing fetch, there is a simple trick you can use to entice your dog into learning this game. Using a tennis ball, make a small slit and insert some dog treats. Then close the slit, and let your dog sniff the ball, so he knows there is food inside. Next, throw the ball; point to the ball, and say ‘fetch’ to your dog. Do not be discouraged if your dog does not fetch the ball the first time you try this. Keep repeating the process and encourage your dog to chase the ball and bring it back to you. You can put treats inside of one of your dog’s toys if your dog does not react to the tennis ball. Be patient with your dog and use love, encouraging words, and doggie treats until he masters this game.

How would you summarize this passage? Practice on your own, and then come back and look at the example summary below.

**Example Summary of Teaching Your Dog How to Play Fetch.**

Walking is good exercise for a dog, but teaching a dog how to play fetch is a fun way to get a dog to exercise. People should put treats inside of a tennis ball. Then, people should let the dog sniff the tennis ball, say fetch, throw the tennis ball, and encourage the dog to bring the ball back. This method will help any dog learn how to play fetch.
Practice 3: Summarizing

Read the following passages, and write a short 2-3 sentence summary for each passage.

1. There are many types of lethal venom in the animal kingdom, but perhaps no stranger than the platypus. The platypus is one of few venomous mammals. Males carry a venom cocktail in their ankle spurs that incapacitates victims with excruciating pain. Stranger still, the platypus is the only mammal that uses electroreception. This means that the platypus uses its bill to sense the electricity produced by the muscular movements of its prey. The platypus neither sees, hears, nor smells its prey while hunting but, rather, pursues it through electroreception. Perhaps the strangest thing about the platypus is that it is the only mammal that lays eggs rather than giving birth to live young. The platypus is a unique creature indeed.

2. Before you put on that Angry Birds costume and exhaust yourself going from door to door asking for candy, take a minute to reflect on the tradition in which you are taking part. Halloween is believed to have come from an ancient Celtic festival dating back some 2,000 years. November 1st was the Celtic New Year and marked the end of summer to the Celts, so they celebrated on its eve by wearing costumes made of animal skins and dancing around bon fires. Over the next two thousand years, this primitive celebration grew to be the candy fueled costume ball that we know today.

3. When you hear the term “reality” applied to a television show, you might expect that the events portrayed occurred naturally or, at the least, were not scripted. But this is not always the case. Many reality shows occur in unreal environments, like rented mansions occupied by film crews. Such living environments do not reflect what most people understand to be “reality.” Worse, there have been accusations that events not captured on film were later restaged by producers. Worse still, some involved in the production of “reality” television claim that the participants were urged to act out story lines producers created. With such accusations floating around, it’s no wonder many people take reality TV to be about as real as the sitcom.
Week 2 Day 3
The Dark Ages

For centuries, scholars and everyday people called the period in Europe from around the time of the fall of the Roman Empire in the fifth century to around the time of the founding of the Holy Roman Empire in the tenth century "the Dark Ages." By "dark," these people meant that this period lacked the cultural growth and civilizational flourishing that had so characterized Europe in the centuries before, especially at the height of the Roman Empire. However, many historians now call the "Dark Ages" the "Early Middle Ages" because not everything during the Dark Ages was "dark." People wrote books, scientists made breakthroughs, and new societies formed.

4. Write a short summary for this passage.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Author's Point of View and Purpose

Understanding the author's point of view helps you understand what you are reading. An author's point of view refers to his or her opinion about an issue or topic. When you read informational text, you must consider who wrote it and why the author wrote it. Authors of informational text mainly write to inform (to present facts), persuade (to encourage action), motivate (to encourage readers to act), or teach (to instruct) readers about something.

An author of informational text uses different strategies to express his or her purpose or point of view on a particular topic. Sometimes it is easy to recognize an author's point of view. Others times you need to analyze the text carefully to detect that point of view.

Read this passage. Then, read the explanation that follows.

Most city people think farm life must be relaxing because it avoids all the fast-paced foolishness that goes along with urban living. However, running a successful farm is extremely challenging because it requires a lot of hard work and perseverance.

Every single morning, you must wake up before the Sun rises to start working. Every single day, no matter how tired you get, you must work the fields. Though you get to enjoy the fruits of your labor (quite literally) at mealtimes, the day's work isn't over until after the Sun has set. If it is harvest
season, you're out there in the hot Sun gathering the crops. And if it's not harvest season, you probably still have the cows, sheep, chickens, and pigs to feed. In addition to feeding the animals, you must attend to them in other ways: milking them, shearing their wool, or gathering their eggs. So if you think you'll find rest and relaxation in farm life, think again.

After reading the passage, you can tell that the author's point of view on the topic of farm life is that farm life is not relaxing at all. It is extremely challenging because it requires a lot of hard work and perseverance. The author supports this claim by stating that farmers have to wake up before sunrise, work the fields every day, gather crops in the hot Sun, feed cows, sheep, chickens, and pigs, milk cows, shear sheep, and gather eggs from chickens. This passage was most likely written by a farmer who knows how hard it is to work on a farm.

**Author's Purpose**

An author's purpose is his or her reason for writing. Consider the following types of writing: a novel, a textbook chapter, a friendly letter, and an editorial. What do you think might be the reason that a writer would compose literature or informational text? An author may have more than one purpose in mind when writing, but one purpose is usually the most important. In general, writers create text for the purposes of entertaining, informing, or persuading.

Authors are people, and people have opinions. Sometimes, even when writing an informational text, an author will reveal a point of view about the topic. Sometimes this is intentional, as in persuasive writing. Sometimes it is unintentional, as when the author's strong opinion about a topic comes through in the choice of words. Either way, you should be able to tell where an author stands and why he or she wrote a text.

This chart includes several reasons for writing informational text.

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Definition</th>
<th>Sample Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>To inform</td>
<td>To present facts</td>
<td>&quot;Life Cycle of the Armadillo&quot;</td>
</tr>
<tr>
<td>To entertain</td>
<td>To offer enjoyment</td>
<td>&quot;My Baby-Sitting Disasters&quot;</td>
</tr>
<tr>
<td>To persuade</td>
<td>To encourage readers to take author's point of view</td>
<td>&quot;The Importance of Recycling&quot;</td>
</tr>
<tr>
<td>To instruct</td>
<td>To teach about a subject</td>
<td>&quot;How to Groom Your Dog&quot;</td>
</tr>
<tr>
<td>To motivate</td>
<td>To encourage people to act</td>
<td>&quot;Sign up for Band Tryouts Today!&quot;</td>
</tr>
<tr>
<td>To cause doubt</td>
<td>To question an accepted point of view</td>
<td>&quot;Are Student Lunches Healthy?&quot;</td>
</tr>
<tr>
<td>To teach a lesson</td>
<td>To relate knowledge</td>
<td>&quot;Mastering Verb Phrases&quot;</td>
</tr>
<tr>
<td>To describe an event</td>
<td>To narrate</td>
<td>&quot;My First Day of Seventh Grade&quot;</td>
</tr>
<tr>
<td>To share a personal experience</td>
<td>To tell about an event</td>
<td>&quot;My Favorite Family Vacation&quot;</td>
</tr>
<tr>
<td>To describe feelings</td>
<td>To show emotion through words</td>
<td>&quot;The Saddest Day of My Life&quot;</td>
</tr>
</tbody>
</table>
Chapter 4  Understanding Informational Text

Practice 4: Author's Point of View and Purpose

1. An author's purpose for writing a true story about his family trying to stick together and survive during the Great Depression in the Midwest in the 1930s would be
   A. to share a personal experience.
   B. to entertain.
   C. to describe emotional feelings.
   D. to teach a lesson.

2. A section in a history book describing the conditions and causes of the Great Depression in the Midwest in the 1930s would be written
   A. to entertain.
   B. to persuade.
   C. to inform.
   D. to motivate.

3. A young boy's book report about his loving relationship with his grandfather would be written
   A. to motivate his classmates.
   B. to describe emotional feelings.
   C. to describe some type of event.
   D. to teach a lesson to his classmates.

4. A girl writes a blog about washing her dog for the first time. The story includes her falling into the bathtub, getting mud all over the floor, and explaining to her mother why all the bathroom towels are dirty. This blog would be written
   A. to motivate.
   B. to inform.
   C. to instruct.
   D. to entertain.
Chapter 4 Understanding Informational Text

The Amazon

1. In the time it takes to read this passage, an area of Brazil's rain forest larger than two hundred football fields will have been destroyed. The Amazon rainforest is a natural resource unlike any other. The Amazon rainforest is so big it is equal to the size of Europe.

2. It is called the "Breath of Life" because it produces over twenty percent of the world's oxygen. Besides providing us with breathable air, the rainforest is home to countless animal species, medicinal plants, and resources local populations depend on for survival. If we want to keep our planet healthy, there's no doubt we need to fight to protect the Amazon. An organization called Protect Amazon Rainforest works to prevent Brazilian rainforest from being cut down in order to protect the environment, preserve natural resources, and support native peoples.

3. As the largest remaining rainforest on the world, the Amazon rainforest is one of the most diverse ecosystems in the world. It is enormous and covers 2.7 million square miles, which is 5 per cent of the Earth's surface. The Amazon rainforest is located in these nine countries: Brazil, Peru, Colombia, Venezuela, Ecuador, Bolivia, Guyana, Suriname, and French Guiana. However, over 60 percent of the Amazon is located in Brazil.

5. What is the author's point of view about the Amazon?
   A. The Amazon is equal to the size of Europe.
   B. The Amazon is important to our planet and needs to be protected.
   C. The Amazon is one of the most diverse ecosystems in the world.
   D. The Amazon is not important and should not be protected.

6. What is the author's purpose for writing this passage?
   A. to persuade
   B. to entertain
   C. to describe an event
   D. to cause doubt

The Shame of a Nation

A nation's shame should never be hidden. A nation's society is so large that to try to hide any wrong would be to grow an even greater evil. To hide a national wrong, every man, woman and child would have to turn a blind eye, would have to wash blood from their hands, would have to deny their fellow citizens and would have to tremble in utter silence so to bury truth. The wrong I want you to consider today is the shameful event of the United States government forcing 110,000 Japanese American citizens into ten military internment camps. Though the cowardice and ruthless cruelty occurred in 1942, sixty years ago, the silence of our nation's people has never been displayed for the evil that it was and still is. It is time for us, as part of a global community, to accept the damnation of the world for one of the most self-righteous displays of human rights violations.
that has been suffered upon the face of the Earth. Join with me in this rewriting of the “glorious” history of the United States government in the era of World War II.

1943 photograph of a Japanese military internment camp in Arizona from latimes.com

7. The author’s purpose is to
   A. relate an adventure.
   B. create a mood.
   C. to create suspense.
   D. to persuade.

8. The author’s point of view is that
   A. the U.S. government violated the rights of many Japanese Americans in 1942.
   B. the U.S. government is vile and evil and caused much suffering in World War II.
   C. all U.S. citizens should be ashamed to be Americans because of our government.
   D. historians should rewrite the history of the U.S. government during World War II.

RELATIONSHIPS Exploring Relationships Between People, Ideas, and Events

Sometimes when you read a passage, you will need to explain how individuals, events, or ideas relate to each other. This is called exploring relationships. You will have to describe their interactions. This goes along with cause/effect because you are looking at relationships. Many informational texts make connections and interactions between people, ideas, and events to help you to see how people or ideas relate to one another, or how events progress in order.

There is no doubt that people, ideas, and events of the past have greatly influenced the world we live in today. Authors may live in times of war, in times of peace, in times of great inventions and progress, or in times of poverty and want. Each of these events has some influence on how authors see the world and the people in it. This way of seeing, then, has an influence on what they will write.

For example, a passage about the Civil War might show how conflicting ideas about slavery and business influenced people in the early nineteenth century. These opposing viewpoints led to the South withdrawing from the North, which led to a war between the states. The Civil War pitted friends, neighbors, and even family members against each other as they took sides in the conflict. As you can see, a passage about the Civil War would examine how people, events, and ideas relate to one another.
Week 2 Day 4
Chapter 4 Understanding Informational Text

Read this passage. Then, read the explanation about how certain Puritan beliefs and ideas led to one of the worst events in American history.

**Excerpt from Memorable Providences, Relating to Witchcrafts and Possessions** by Cotton Mather

About midsummer, in the year 1688, the eldest of these children, who is a daughter, saw cause to examine their washerwoman, upon their missing of some linens which twas fear’d she had stolen from them; and of what use this linen might be to serve the witchcraft intended, the thief’s tempter knows! This laundress was the daughter of an ignorant and a scandalous old woman in the neighborhood; whose miserable husband before he died, had sometimes complained of her, that she was undoubtedly a witch, and that whenever his head was laid, she would quickly arrive unto the punishments due to such a one. This woman ... bestow’d very bad language upon the girl that put her to the question; immediately upon which, the poor child became variously indisposed in her health, and visited with strange fits, beyond those that attend an epilepsy or a catalepsy, or those that they call the diseases of astonishment.

It was not long before one of her sisters, and two of her brothers, were seized, in order one after another with affects like those that molested her. Within a few weeks, they were all four tortured everywhere in a manners very grievous, that it would have broke a heart of stone to have seen their agonies. Skillful physicians were consulted for their help, and particularly our worthy and prudent friend Dr. Thomas Oakes, who found himself so affronted by the distempers of the children, that he concluded nothing but a hellish witchcraft could be the original of these maladies. And that which yet more confirmed such apprehension was. That for one good while, the children were tormented just in the same part of their bodies all at the same time together; and tho’ they saw and heard not one another’s complaints, tho’ likewise their pains and sprains were swift like lightening, yet when (suppose) the neck, or the hand, or the back of one was rack’t, so it was at that instant with t’other too.

You may be familiar with the Salem witch trials in which twenty innocent people were falsely accused of witchcraft and then executed, mainly based on the observations and findings of a Puritan preacher named Cotton Mather who, like all of the people involved in this tragic event, was a victim of the culture in which he lived.

Cotton Mather was born in 1663 in Boston, Massachusetts. Growing up, Mather preached in his father’s and his grandfather’s churches before becoming an ordained minister in 1685. In addition to his involvement with the witch trials in Salem during the 1690s, Cotton Mather is remembered as one of the most influential Puritan ministers of his day.

The Puritans were members of a religious reform movement known as Puritanism that started with the Church of England in the late sixteenth century. Due to religious differences with the church and the government, many Puritans left England in the seventeenth century and settled in New World English colonies, laying the cultural foundation for the religious, intellectual, and social order of New England. The Puritans were extremely superstitious. For example, they believed luck ruled their lives, so they went to great lengths to ward off bad luck, such as putting old shoes in the walls of a house to ward off evil and hanging horseshoes upside down over an outside door to ward off witches. They believed that attracting good luck would prevent bad things from happening to them, but when bad things did happen, Puritans blamed it on witchcraft.

As the minister of Boston’s Old North Church, Mather was a true believer in witches and often preached about the dangers of witchcraft. In 1688, Mather heard about strange afflictions affecting
the children of a Boston mason named John Goodwin. The four Goodwin children would roll around on the floor and cry out in pain. After observing the situation, Mather concluded it was the result of witchcraft — specifically, the work of a servant named Mary Glover, who was suspected of, tried for, and convicted of the crime of witchcraft, solely based upon Mather's observations and conversations with the Goodwin children. Mather's conclusion that the Goodwin children's' afflictions were caused by witchcraft created panic within the community and led to the Salem witch trials which lasted from June through September of 1692.

The governor of the colony, upon hearing that his own wife was accused of witchcraft, finally ordered an end to the witch trials. In the end, hundreds of men and women had been accused of practicing witchcraft; dozens of men and women spent months in jail, and most tragic of all, twenty innocent people were unjustly accused, tried, convicted, and executed for witchcraft.

The Salem witch trials are an important part of American history, but even more important are the lessons learned from them. The witch trials and the circumstances in which the hysteria began are still being studied in order to understand how Puritan cultural beliefs and fear led to one of the worst events in American history.

**Practice 5: Exploring Relationships**

*Excerpt from Apple Growing by M.C. Burritt*

The apple has long been the most popular of our tree fruits, but the last few years have seen a steady growth in its appreciation and use. This is probably due in a large measure to a better knowledge of its value and to the development of new methods of preparation for consumption. Few fruits can be utilized in as many ways as can the apple. In addition to the common use of the fresh fruit out of hand and of the fresh, sweet juice as cider, this "King of Fruits" can be cooked, baked, dried, canned, and made into jellies and other appetizing dishes, to enumerate all of which would be to prepare a list pages long. Few who have tasted once want to be without their apple sauce and apple pies in season, not to mention the crisp, juicy specimens to eat out of hand by the open fireplace in the long winter evenings. Apples thus served call up pleasant memories to most of us, but only recently have the culinary possibilities of the apple, especially as a dessert fruit, been fully realized.

1. In what way is this passage, published in 1912, relevant to today's society?
   A. Everyone eats apples, so it offers useful information.
   B. No one has time to cook or bake these days, so it's not much use.
   C. With today's focus on healthy eating, this text offers ways to use a healthy food.
   D. People today have many choices of fruit, making this passage too narrow for modern audiences.
Chapter 4 Understanding Informational Text

2. This passage would **most likely** encourage a reader to
A. consider ways to prepare and eat apples more often.
B. read further about the history of the apple.
C. make a chart about types of apples.
D. eat an apple pie.

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*Excerpt from “The Spirit of 1906” by George W. Brooks, an eyewitness to the San Francisco earthquake*

The first natural impulse of a human being in an earthquake is to get out into the open, and as I and those who were with me were at that particular moment decidedly human in both mold and temperament, we dressed hastily and joined the group of excited neighbors gathered on the street. Pale faced, nervous and excited, we chattered like daws until the next happening intervened, which was the approach of a man on horseback who shouted as he “Revere-d” past us the startling news that numerous fires had started in various parts of the city, that the Spring Valley Water Company’s feed main had been broken by the quake, that there was no water and that the city was doomed.

This was the spur I needed. Fires and no water! It was a call to duty. The urge to get downtown and to the office of the “California” enveloped me to such an extent that my terror left me. Activity dominated all other sensations and I started for the office. As all street car lines and methods of transportation had ceased to operate it meant a hike of about two miles.

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3. What aspect of human nature, true in the past as it is now, is expressed by the author?
A. Without water, no one can put out a fire.
B. Faced with danger, many people overcome fear and take action.
C. People continue to move to California even though it’s not safe.
D. It’s important to get outside in an earthquake.

4. This passage would **most likely** encourage a reader to
A. think about what he or she would do during a natural disaster.
B. consider how his or her town would withstand a disaster.
C. read the history of the San Francisco fire.
D. dream about moving to California.
Chapter 4 Key Term Activity

Fill in the blanks with the correct word.

<table>
<thead>
<tr>
<th>Word Bank</th>
</tr>
</thead>
<tbody>
<tr>
<td>summarizing</td>
</tr>
<tr>
<td>details</td>
</tr>
<tr>
<td>informational texts</td>
</tr>
</tbody>
</table>

In this chapter, you learned that (1) ___________________________ tell facts and relate true stories. (2) ___________________________ include facts, reasons, arguments, and examples. Giving a short description of what you read is called (3) ___________________________. Facts, statistics, expert opinions, examples, and quotes are types of (4) ___________________________ that an author uses to support a topic. Exploring (5) ___________________________ can explain how individuals, events, or ideas relate to each other. An author’s (6) ___________________________ refers to his or her opinion about an issue or topic.

See the Teacher Guide for the Chapter 4 Review.

Any writing that is meant to inform or explain can be considered an informational text.
Week 2 Day 5
Chapter 5

Analyzing Informational Text

This chapter covers the following standards: RI.5, RI.7, RI.8, RI.9

Analyzing Informational Text

When you analyze something, you break things down into the parts that make it up. Analyzing informational text is no different. When you analyze informational text, you want to determine the author’s purpose for writing. Then you want to see how one sentence leads to another, how one paragraph leads to another, and how the author develops her ideas. When you’ve identified these things, you can then reread the passage with a new appreciation of how it’s constructed and, more importantly, how the way it’s constructed contributes to its meaning.

Informational Text Structure

You know that the major and minor ideas in a text both work together to give you information. You have also learned that the way a text is organized (comparison and contrast, cause and effect, problem and solution, etc.) gives you clues about its message, so it makes sense that every sentence, paragraph, section, and chapter help develop ideas. The author uses all of these parts within the overall text structure. Each one plays a role. You need to recognize what role each piece plays. Here is an example. Read the text, and then study the questions and explanations about it.

1. Japanese women have influenced literature ever since Murasaki Shikibu wrote one of the world’s first novels in the eleventh century. The tradition continues with a young woman named Mika.

2. In 2007, Mika wrote the bestseller *Sky of Love* in text using only her cell phone. While riding a crowded subway, she texted selections to her blog.

3. After a few weeks, she had enough content for a short novel. Millions of people read Mika’s book. Like everything from *A Midsummer Night’s Dream* to *The Notebook*, the book is about love surviving through many challenges. In Japan, it was also made into a movie and a 2008 TV show. By contrast, 2007’s bestselling novels in the United States were written by hand in notebooks or digitally on computers.

4. Older Japanese critics worry that such simple stories will hold back student reading skills. It’s true that books like *Sky of Love* are simple and
not very deep. But it likely won’t be long before a mobile novel finds critical acclaim. One thing is as clear as it was one thousand years ago—readers who wish to see the future of writing may be wise to note the women of Japan.

Read this sentence from the second paragraph.

*By contrast, 2007’s best-selling novels in the United States were written by hand in notebooks or digitally on computers.*

1. What does this sentence suggest about the difference between the two cultures?

How would you answer this question? You might know about many technological ideas coming from Japan, so you could say it shows that the Japanese are in the forefront of using new technology. This includes using texting to write a book. But remember you must use evidence from the text.

What’s a better answer about why the author included this sentence? How about to support the central idea of the text? The topic sentence says, “Japanese women have impacted literature ever since Murasaki Shikibu wrote one of the world’s first novels in the eleventh century.” The sentence in the question supports this idea. It shows that Mika also affected literature in a creative way while other authors were still using notebooks and computers.

2. Why does the author mention *A Midsummer Night’s Dream* and *The Notebook*?

The author uses these works as other examples besides *Sky of Love* of stories about love surviving challenges. What does this show about Mika’s book? The theme of enduring love is a universal idea. People anywhere and in any time period can relate to it. The author seems to make the point that Mika’s book is in a category with some pretty popular works.

**Practice 1: Informational Text Structure and Ideas**

**The History of the Miniature Pig**

1. Chris Murray, a pig breeder in Devon, England, is known to be the original breeder of the miniature pig. He originally called the first miniature pig a “pennywell.” Eventually, he called them the “teacup pig” after discovering they shared his love of tea. Murray introduced this miniature pig to the public in 2007 and began selling teacup pigs in pairs as pets to anyone who could afford them. Miniature pigs became very popular in late 2009 after several celebrities, such as Rupert Grint (of *Harry Potter* fame), bought a miniature pig. On average, a teacup pig costs about $1,000. Chris Murray usually sells teacup pigs in pairs, “so that they always have company and a companion to snuggle down with on cold winter nights.”

2. Miniature pigs are intelligent animals that can be house-trained. They do not shed, and they keep themselves clean. One false belief about miniature pigs is that they will always stay small. At birth, teacup pigs weigh under one pound, so they really look miniature. However, adult...
Teacup pigs weigh about 65 pounds, and they are 12 to 16 inches tall. As you can see, fully grown miniature pigs aren't that tiny. In fact, they are about the size of a Cocker Spaniel.

**Health and Behavior of Miniature Pigs**

3 Teacup pigs are affectionate, non-destructive, and very intelligent. They are pets that require about the same amount of daily care as a similar size dog. Just like with any dog, the entire family must follow the rules you set up for your teacup pig. And these rules must never be broken. Miniature pigs can live about fifteen to twenty years. Teacup pigs are clean and odorless. Unlike dogs, they have no fleas. They also make good pets for people who suffer from allergies to cats or dogs.

4 Regular exercise is important because miniature pigs can become very lazy, overweight, and even aggressive without daily exercise. Daily walks on the leash are a must to keep them fit. They also need company and should not be left alone for long periods of time. Miniature pigs need a large yard to romp around in. In many countries, people need special permission to own a pet pig. You must also make sure that your local veterinarian has the necessary knowledge to treat miniature pigs.

5 Miniature pigs can even be trained to perform tricks. Dogs are motivated to learn how to perform tricks to please their owners; however, miniature pigs are motivated by food to learn how to perform tricks.

**Buyer Beware**

6 Anyone who is interested in buying a teacup pig should do some research on miniature pigs to make sure that a miniature pig would make a good pet. It is important to know that people need special permission to own a pet pig in many different countries.

7 It is also important to make sure you research pig breeders and only buy a miniature pig from an honest pig breeder. Many dishonest pig breeders sell full-size pigs to people who think they are buying miniature pigs. If a miniature pig sounds like the right pet for you, log onto the Internet to learn all you need to know to buy and care for these cuddly animals.

1. **Part A**
   How does the author **mainly** organize the information in the passage?
   
   A. by comparing and contrasting an idea
   B. by stating a problem and explaining how it can be solved
   C. by explaining the causes and effects of an event
   D. by describing events in the order that they happened

2. **Part B**
   Which **three** sentences from the passage support the answer to Part A?
   
   A. "They are pets that require about the same amount of daily care as a similar size dog."
   B. "Teacup pigs are affectionate, non-destructive, and very smart."
   C. "Dogs are motivated to learn how to perform tricks to please their owners; however, miniature pigs are motivated by food to learn how to perform tricks."
   D. "They do not shed, and they keep themselves clean."
   E. In fact, miniature pigs are about the size of a Cocker Spaniel.
2. Why is the last paragraph important to the passage?
   A. It encourages people not to buy a pet pig from a pig breeder.
   B. It lists all the reasons why miniature pigs make great pets.
   C. It warns people to watch out for dishonest pig breeders.
   D. It encourages people to do more research about miniature pigs.

3. Read this sentence from the second paragraph.
   “In fact, miniature pigs are about the size of a Cocker Spaniel.”
   What is the function of this sentence?
   A. to persuade people that pigs and dogs make good pets
   B. to show that Cocker Spaniels are much bigger than teacup pigs
   C. to indicate that dogs and pigs need a big yard to play in
   D. to show that full-size teacup pigs are about the size of an adult Cocker Spaniel.

4. How would this passage be different if the author had not included the third sentence in paragraph 4?

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Organizational Text Structure
How a text is organized can give you clues about the connections and distinctions the author is making. Writers choose the best pattern through which to present the information and to make a point. Here are some of the most common organizational patterns.

Comparison and Contrast
Comparison and contrast focuses on how things are similar and different. An author might write an article about European and African swallows, for instance. The article might include similarities between the two, like their insect diets, and differences, like their airspeed velocities. The author could organize the article by explaining similarities first, followed by differences, or the other way around.

Chronological or Sequential Order
Chronological order (also called time order) means that events happen in sequence. For example, the sequence of events in a biography typically proceeds chronologically, from the subject’s early life to his later life. A related pattern is sequential order. Authors generally use sequential order to explain a process, like making something from a recipe or fixing a car.

Cause and Effect
Cause and effect explores the relationships between ideas and events. This pattern makes connections to show why things happen (the cause) and what happens as a result (the effect).
For example, an author might write about how dependence upon the potato as a crop and the introduction of a new potato disease led to the Irish Potato Famine of the 1840s.

**Problem and Solution**

Because you need to determine the cause of the problem and identify its effects in order to suggest an effective solution, **problem and solution** is closely related to cause and effect. Business leaders might use this format when writing proposals to convince companies that a problem exists and a solution can be found for the right price. Editorialists frequently identify a problem and suggest a solution.

### Practice 2: Organizational Text Structure

**Is Venus Really Earth’s Twin?**

Venus, the second planet from the Sun and Earth’s next-door neighbor, is often called Earth’s twin. But how alike are these two planets really? To begin with, the planets are similar in size and have similar gravity and composition. Both also experience volcanic activity. However, this is where their similarities end. While both planets have clouds, Venus is covered with such a thick blanket of clouds that its surface is always hidden. Venus is also closer to the Sun than Earth is. As a result of the clouds and the heat, Venus has much higher levels of carbon dioxide than Earth. In addition, Earth has one moon and Venus has none. Though Venus may be more like Earth than the other planets, the two planets are actually quite different.

1. What organizational pattern does this passage use?
   A. comparison and contrast
   B. chronological or sequential
   C. cause and effect
   D. problem and solution

### A Crisis in Our Schools

1. People in the community have been complaining about the lack of quality education in our schools. Parents say teachers need to be held accountable for their children’s education. I don’t believe the problem is with teachers. No, the problem is much broader than teacher accountability.

2. Teachers have to be willing to give up a lot of luxury to go into their profession. They have sacrificed high corporate salaries, cars that don’t have duct tape holding them together, and the perfect nine-to-five job. Teachers have chosen to become parents to one hundred children, not just their own 2.5 children. And they do it for fewer dollars per hour than the mechanic who keeps their cars taped together.
3. Communities can never repay teachers for such sacrifices, but they can stop complaining and pitch in. We need to quit complaining about our tax money, cut through the red tape, and get more support for our schools and teachers. You and I can do without a new set of golf clubs if it means helping our children and our neighbors' children succeed later in life. In fact, we could spend less time on the golf course and more time tutoring children that need extra help in their studies. It takes a team of concerned, committed people to educate a child.

2. What organizational pattern does this passage use?
   A. comparison and contrast
   B. chronological or sequential
   C. cause and effect
   D. problem and solution

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**Connecting Your New Printer**

1. Shut down the computer, but leave it plugged in to the surge suppressor.

2. Compare the connectors at the opposite ends of the cable. Attach the 25-pin end of the cable to the parallel, or printer, port on the computer. (The plug will only go in one way.) Tighten the hand screws securely. Connect the other end of the cable in to the printer's socket. Launch the retaining clips (on most printer parts).

3. Plug the power cord in to the printer and in to the surge suppressor. Turn on the printer.

4. Install cartridges according to the printer manufacturer's instructions. Turn on the computer.

5. Install printer driver software according to the manufacturer's instructions.

6. Add the printer to the list of printers your computer recognizes.

3. What organizational pattern does this passage use?
   A. comparison and contrast
   B. chronological or sequential
   C. cause and effect
   D. problem and solution