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CD-104857

Grade 7

THE 100+ SERIES™

READING COMPREHENSION

Essential Practice for Key Reading Comprehension Topics

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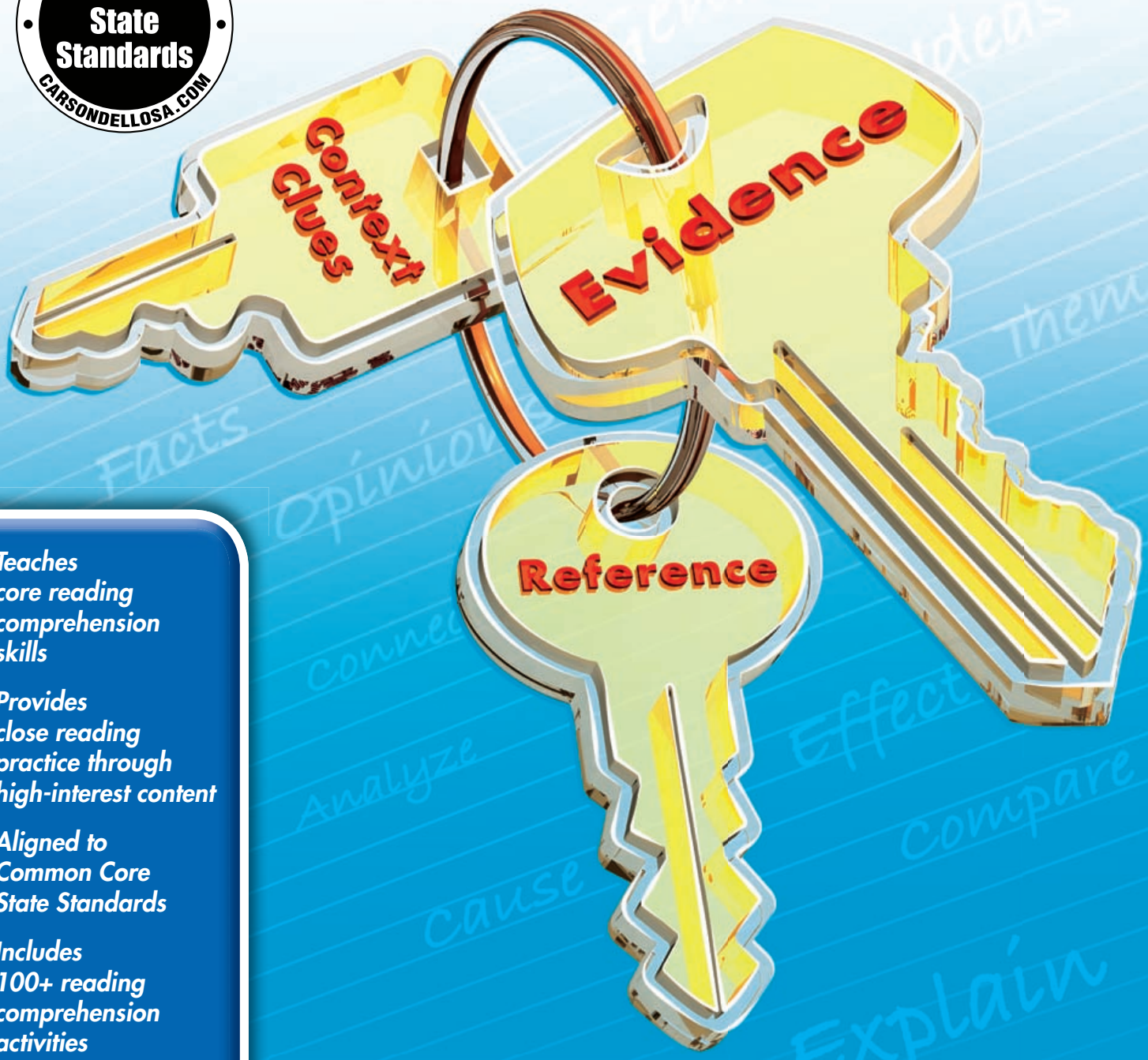

- *Teaches core reading comprehension skills*
- *Provides close reading practice through high-interest content*
- *Aligned to Common Core State Standards*
- *Includes 100+ reading comprehension activities*

Common Core Alignment Chart

Common Core State Standards*		Practice Page(s)
Reading Standards for Literature		
Key Ideas and Details	7.RL.1–7.RL.3	6–7, 10–13, 24, 30–31, 34–39, 42–45, 48, 56–60, 62–67, 77–78, 85, 92–95, 97–119
Craft and Structure	7.RL.4–7.RL.6	6–7, 10–11, 30–31, 34–39, 58–59, 62–67, 74, 76–78, 81–82, 111–118
Integration of Knowledge and Ideas	7.RL.7–7.RL.9	6–7, 10–11, 24, 30–31
Range of Reading and Level of Text Complexity	7.RL.10	12–13, 24, 38–39, 44–45, 56–57, 60, 62–63, 74, 76–77, 80–81, 85, 92–95, 97–110, 116–117
Reading Standards for Informational Text		
Key Ideas and Details	7.RI.1–7.RI.3	5, 8–9, 14–23, 25–29, 32–33, 40–41, 46–47, 49–55, 61, 68, 70, 79, 83–84, 86–91, 96
Craft and Structure	7.RI.4–7.RI.6	5, 8–9, 14–23, 40–41, 46–47, 69, 71–72, 75, 80, 86–87, 90–91
Integration of Knowledge and Ideas	7.RI.7–7.RI.9	5, 30–31, 40–41, 86–87
Range of Reading and Level of Text Complexity	7.RI.10	5, 8–9, 14–15, 18–19, 25, 28–29, 32–33, 49–55, 61, 68–73, 79–80, 83–84, 86–91, 96
Writing Standards		
Text Types and Purposes	7.W.1–7.W.3	12, 13, 40, 41, 106, 107
Range of Writing	7.W.10	12, 13, 40, 41, 106, 107
Language Standards		
Vocabulary Acquisition and Use	7.L.4–7.L.6	8–9, 20–23, 36–39, 42–43, 46–47, 58–60, 64–82, 92, 98–103, 112–115, 118–119

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Name_____

Main Idea

Read the passage. Then, answer the questions.

Understanding Bullying: It's Never Okay

Many students are bullied on school grounds every day. Sometimes bullying happens in the classroom, the cafeteria, the playground, or the school bus. Internet or cyber bullying is also a growing form of bullying. Bullying is aggressive behavior by someone in power. This person uses their power to make someone else repeatedly feel bad, often in embarrassing situations.

Verbal bullying can include teasing someone else, calling someone names, or threatening to hurt him or her. Social bullying is another form of bullying. This type of bullying often takes place as students leave each other out of games or activities, spread rumors about people, or embarrass them in public. Sometimes bullying goes beyond words and becomes physical. Sometimes students are bullied by being tripped, hit, or kicked.

It is never okay to bully someone. Even though it may be hard, students who are bullied should ask for help. Often, students feel helpless or are afraid that the bully may further harm them if they tell an adult and they don't want the behaviors to get worse. If you know of someone who is bullied, you can help them by telling an adult or encouraging them to find positive ways to stand up for themselves.

1. What is the main idea of this passage?

_____

2. What are three types of bullying mentioned in "Understanding Bullying: It's Never Okay"?

_____

3. What is the author's purpose for writing this text? How do you know?

_____

_____

_____

Name_____

Main Idea

Read the passage. Then, answer the questions on page 7.

With the Guys

(1) Hi, my name is Mark. When I left the cafeteria this afternoon, I headed for the gym. It's where I usually hang with my friends. Tavaris and Nick and the guys shoot hoops, or sometimes we just talk. Well, this time we were just talking a bit, nothing special, ya know. That's when Josh came up.

Joshua Lewis is a bit of a loner. He's a nervous kinda guy, always rubbing his arms and legs. Always pushing his glasses back in place. Always on the outs with us kids. Easy to push around. Nick called him the Lone Ranger, and Nick's right.

"Hey, ya guys. Watcha doin'?" Josh says.

"Nothin'." That's Tavaris.

"Shove off, Josh."

"Yeah, beat it."

(2) Joshua just hangs by. He waves his arms like some spastic bird and rubs both shoulders. Looks away like he's going somewhere, right? But he has no place to go. Not really.

"Hey, you deaf, Lewis?" sneers Nick. "Get away, man. You stink!"

Nick muscles over to him, gets his paw on Josh's chest, and shoves. Joshua stumbles a little but doesn't fall. He just pushes up his glasses and eyes Nick nervously.

Some girls giggle. No one speaks for Joshua. We just nod. We're cool.

"Go find Silver, Lone Ranger," says one kid.

"Yeah, giddyup, little doggie," Nick goes.

Joshua's got a red face by now. He's always getting that way. He's shakin' like one of those string puppets, ya know? He actually stares at Nick with a kind of scowl. And the kids, we all say, "Oooh!" And then he scratches his hands, and wrinkles his nose, and galumps off toward the classrooms even though we've got another ten minutes, 'least.

"Man, he's easy!"

The guys laugh. We get talkin' about other stuff. Just waitin' til class starts up. Yeah, we're all one happy family.

(3) But I don't know. I mean, when I'm with the guys, I laugh with them. And they're like my family, ya know?

That's what I tell myself. But it doesn't do it right for me. I feel, oh I don't know, like maybe we shouldn't a' messed with Joshua like that. That pickin' on him brings us down too.

I useta read. Ya know? Stuff about knights and lords and soldiers. Bravery and courage stuff. It was lame, right? But maybe it's more honest than this.

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Name_____

Main Idea

Use the passages on pages 5 and 6 to answer the questions.

1. What is the main idea of the first section of "With the Guys"?

_____

2. What is the main idea of the second section?

_____

3. What is the main idea of the third section?

_____

4. Describe the four characters using these words: bully, followers, isolated, and thoughtful.

Mark _____ Nick _____

Other students _____ Joshua _____

5. What do you think would be two possible solutions to making this situation better?

a. _____

b. _____

6. Compare and contrast "Understanding Bullying: It's Never Okay" and "With the Guys." How does each author present information on bullying? How are the passages similar? How are they different?

_____

_____

_____

_____

7. How does the author of "With the Guys" use a fictional story to teach a lesson about a real world topic?

_____

_____

_____

Name_____

Main Idea

Read the passage. Then, answer the questions on page 9.

Mealtime Manners

What do you think your parents would say if, at your next Thanksgiving dinner, you took a handful of turkey from the platter and crammed it into your mouth? What if you then used the serving spoon to eat some dressing and took your grandmother's glass of water and used it to wash down your mouthful? Of course, they would be horrified, but this style of eating would actually be true to tradition. The Pilgrims, celebrating their first Thanksgiving dinner with their Native American friends, probably ate in just such a manner.

Today, most people in Western cultures expect to eat meals with their own set of silverware, their own plate, and their own glass. Diners use plates to hold their food and drink only from their own glasses. But Europeans did not always eat this way.

In the 1500s, members of the ruling classes used knives to carve helpings of meat. Since they rarely had their own plates and bowls, they would eat the slice of meat off the tip of the knife. They would use shared spoons to eat soup and would dip bread or their fingers into serving bowls of gravy or stew. If a person was rich enough to own a spoon or knife, he or she would carry these to a banquet and use them instead of their hands. There were a few rules for eating behavior. It was considered rude to taste something from a spoon if it was being passed down to another diner. If you had a bone left in your hand after eating a chicken leg, you were expected to toss it politely under the table.

The working poor had even fewer mealtime manners, since they were usually just worried about getting enough food each day to survive. Their main utensils were their hands. When Europeans, such as the Pilgrims, settled in the New World, they brought this eating style with them. They used pieces of bread as spoons for soup, used their fingers for other food, and passed a shared cup at meals.

While the colonists were sharing cups and dipping their fingers into bowls of food, European royalty and nobility were starting to expand their tableware. They were also developing manners to go with their new knives, forks, spoons, plates, and napkins. They started to think of sharing cups or platters as unsanitary and even rude. Their new manners set them apart and underscored their status as an upper class. By the 1700s, these new customs had spread to wealthy American settlers. As new landowners, they wanted to have a higher status than they would have had in Great Britain. They bought their own dishes and silverware and brought them to the colonies.

By the late 1800s, mealtime manners had changed for everyone. As the American middle class grew, so did their demand for tableware that showed off their prosperity. There was also an elaborate system of etiquette or manners by this time. This new emphasis on behavior extended to every aspect of everyday life.

And what about the 21st century? Do our manners continue to become more complex? Just the opposite seems true. We eat fresh fruit and raw vegetables by hand, along with cheese and crackers. We buy burgers and fries at a fast-food restaurant and eat them in the car. We use our hands to eat pizza and tacos. Mealtimes are becoming more casual all the time.

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Name_____

Main Idea

Use the passage on page 8 to answer the questions.

1. What is the main idea of this story?

_____

2. Choose the supporting detail for this sentence: "There were a few rules for eating behavior in the 1500s."

   A. It was considered rude not to use a napkin.

   B. European royalty started to expand their tableware.

   C. You were supposed to toss any bones under the table.

   D. There was an elaborate system of etiquette for banquets.

3. Why did landowners in colonial America buy silverware and dishes?

   A. They wanted to eat more neatly and not spill as many things.

   B. They wanted to prove they had a higher status than they would have had in Great Britain.

   C. They wanted to become members of royalty.

   D. They wanted to have more sanitary eating conditions in their homes.

4. What is ironic about mealtime manners in the 21st century?

   A. After developing a system of table manners, we are starting to eat by hand again.

   B. We are starting to share cups and plates again.

   C. After importing a lot of dishes and silverware, we have worse manners.

   D. We are eating like the Pilgrims, even at Thanksgiving dinner.

Match the vocabulary words to their meanings.

5. _____ status	A. manners
6. _____ etiquette	B. silverware
7. _____ elaborate	C. unclean
8. _____ utensils	D. rank
9. _____ unsanitary	E. complicated or complex

Name_____

Main Idea

Read the passage. Then, answer the questions on page 11.

A Lesson in Manners

Thursday is spaghetti night and I couldn't be more excited. I spend all of my fourth-period class thinking about the aroma of Mom's homemade sauce. I always want to help with the meatballs, but she tells me it's her special recipe and I'm not old enough to know the family secret.

As I walk in the house after soccer practice, my mouth waters at the smell of garlic bread. I can hardly wait to eat! I rush to wash my hands as mom calls papa down to eat dinner. I immediately dig in. I can't eat it fast enough. I slurp the noodles and pick up the meatball that fell off my fork and pop it in my mouth.

All of a sudden I realize that both of my parents are staring at me. I can't figure out why, until I look at my fingers and see the sauce dripping from my thumb.

"Young lady, you will not eat spaghetti with your fingers. In addition, you will not slurp your noodles," Mom says sternly.

"Were you raised by wolves?" Papa asks.

"Is this how you eat when you visit your friends?" Mom inquires.

All of a sudden, I feel a twinge of guilt, but then I remember what I learned in social studies class.

"If I lived in Europe in the 1500s my manners would be perfectly acceptable," I tell them. "And the pilgrims probably ate with their hands too! After all, having silverware was once a privilege held by the wealthy. It wasn't until the late 1800s that silverware was common in many households."

I proceed to tell my parents that many people used bread as a spoon hundreds of years ago. I model for them as I scoop up sauce and a part of a meatball on my garlic bread. Mom and Papa are not amused.

"Mia, you are not living in the 1500s or the 1800s and your history lesson does not excuse your horrible manners," my mom explains. "There is no time travel. You live in the 21st century and you will not eat with your hands, ever."

I want to tell her that now, in the 21st century, we do eat with our hands. We eat burgers and fries, and fruits and vegetables, but I don't. Her cheeks are red and her eyebrows are raised. I know she will think I'm being a know-it-all. So I avoid the opportunity for a lesson on 21st-century eating habits. I apologize profusely to both of my parents. I slow down and savor the taste of my favorite meal as my father changes the subject and asks me about my day. In the back of my mind I'm hoping they will ignore me just for a moment, so I can scoop up my last meatball with the last bite of my garlic bread.

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Name_____

Main Idea

Use the passages on pages 8 and 10 to answer the questions.

1. What is the main idea of "A Lesson in Manners"?

_____

2. How does the author let us know how Mia feels about her eating habits?

_____

_____

3. How does the author let us know how Mia's parents feel about her eating habits?

_____

_____

4. Does Mia respect her parents? How do you know?

_____

5. Compare and contrast "Mealtime Manners" to a "Lesson in Manners."

_____

_____

6. How does the author of "A Lesson in Manners" use fiction to teach a lesson about manners?

_____

_____

7. Survey your classmates. Create a list of manners they have been taught over the years. Write a summary about the manners you think are most important.

_____

_____

_____

_____

_____

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Name_____

Main Idea

Read the passage. Then, answer the questions on page 13.

Family Tree

"How did Grandma and Grandpa meet each other, Mom?" asked Sasha.

"I didn't know you were interested in that old stuff," her mother replied, smiling. "They met in 1936. They helped out on the same farm after school. Grandma didn't have many friends at the time."

"What were Grandma's mother and father named?" asked Sasha.

"Their names were Regina and Gerald Bauer," said her mother. "Gerald was the first person in his whole family to be born outside of Germany. That was in 1885. His family had been in the United States for four years when he was born."

Sasha was impressed. "Wow, that was a long time ago. How do you know about all this?"

"For the past few years, your uncle and I have been researching our family history," her mother answered. "We have reconstructed a family tree that goes all the way back to 1749."

"A family tree? What kind of tree is that?" asked Sasha, getting a little confused.

"It's not a real tree, honey," was the answer. "Here, look at this."

Sasha watched her mother draw lines and write names on a piece of paper. She told Sasha a few stories about her ancestors: how her great-uncle had fought in World War I, how her great-grandmother learned English from a neighbor, and how her grandfather had started his business. Sasha was amazed at how interesting their lives were.

"Please tell me more," Sasha pleaded.

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Name_____

Main Idea

Use the passage on page 12 to answer the questions.

1. From what country were some of Sasha's ancestors?

   A. Mexico

   B. Poland

   C. Germany

   D. England

2. Sasha's great-grandfather was the first person in his family to

   A. leave Germany.

   B. be born in Germany.

   C. be born outside of Germany.

   D. work on a farm after school.

3. Why hadn't Sasha's mother told her family stories before?

   A. Family histories are only for adults.

   B. She thought that the stories were too sad to tell.

   C. She thought that Sasha was too young to hear the stories.

   D. She did not know that Sasha would be interested.

4. Sasha probably will

   A. ask to hear more stories about her ancestors.

   B. quickly grow tired of the family stories.

   C. write a letter to her grandparents.

   D. ask a friend to tell her family stories.

5. Which statement about Sasha is supported by the text?

   A. She is not interested in past events.

   B. She likes to hear made-up stories.

   C. She is mainly interested in herself.

   D. She seems to like learning about new things.

6. What is the main idea of this story?

   A. A girl learns about her ancestors for the first time.

   B. A girl has just moved to the United States from Germany.

   C. A girl works on a farm along with her mother.

   D. A girl helps her mother research their family tree.

7. Research important facts about your family history. On a separate sheet of paper, write a short story about your family.

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