

## Standards Plus® – Language Arts – Grade 7

**Strand:** Reading Informational Text

**Focus:** Text Structure

**Lesson:** #13

**Reading Informational Text Standard:** RI.7.5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

**Lesson Objective:** Students will analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of ideas.

**Introduction:** “Last week we found central ideas and provided summaries for expository texts. Now we will analyze how texts are organized and how their structure contributes to the way the ideas in the passage are developed.”

**Teacher Tip:** You may refer to the chart on the Student Page during all of this week’s lessons.

**Instruction:** “Text structure is the way an author organizes a text to communicate the content. (Project the Student Page. Review chart with students for types of text structure.) To analyze how the major sections of a text contribute to the whole and to the development of ideas, we need to read the passage and consider the following.” (Read text aloud and discuss these questions with the class about the text.)

1. What is the organizational pattern of the text? (Description; lists information about deserts; clue words: “such as.”)
2. What is the author’s purpose for writing? (To entertain, inform, convince; To inform, paragraph one: desert biomes, Paragraph 2: desert plant characteristics; Paragraph 3: desert animal characteristics.)
3. How does each section of the passage help fulfill the author’s purpose and support the main idea? (What is the main idea and what part of it is covered in a specific section?)
4. How does the author develop ideas?” (By listing characteristics or explaining a sequence of events; by describing causes that lead to various effects; or discussing the ways things are the same or different; by listing characteristics.)

**Guided Practice:** Read the directions aloud. Direct students to reread the passage silently.

Model with the following steps:

1. Read the example aloud.
2. Remind students to return to the appropriate part of the passage. Reread it together. Prompt students to discuss how this paragraph supports the main idea. (Paragraph 2 supports the main idea that many plants and animals have adapted to survive in the desert by describing these plants’ characteristics.)
3. Reread the question and record the response together on the line.

“Now you will analyze the structure of paragraph 3 on your own.”

**Independent Practice:** Review the directions together. Monitor, prompt, and praise students while they work independently.

**Review:** After a few minutes, review together.

**Closure:** “Text structure is the way an author organizes a text to communicate the content.”

**Answers:** Answers may vary. Possible answers include:

1. Paragraph 3 describes the characteristics of the animals that have adapted to desert life.

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**Reading Informational Text Standard:** RI.7.5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

### Informational Text Structure Chart

Structure Type	Clue Words	How the Reader Knows
Description or List	such as, for example, for instance, most important, in front, beside, below	a set of characteristics or a list will follow
Sequence or Time order	first, second, third, on (date), not long after, after that, next, at the same time, finally, then, since then	a sequence of events or steps in a process described
Compare and Contrast	like, unlike, but, in contrast, differs, on the other hand, whereas, however, both, also, too, as well as, same, compares, similarly	similarities and differences presented or discussed
Cause and Effect or Problem and Solution	therefore, so, so that, this leads to, due to, produces, creates, as a result, reason, because, if...then	evidence of causes and effects given or problems and solutions described

### Hot and Dry Deserts

Deserts are biomes that receive less than 20 inches of rain each year. They cover about one-fifth of the earth's surface. There are different types of deserts that are characterized by their location and average temperature. Hot and dry deserts are found in North and South America, Australia, Africa, and Asia. While they are very dry, this biome contains a wide variety of plants and animals. Each has adapted to thrive in the desert environment.

The plant life in a hot and dry desert includes many trees and shrubs such as mesquite and yuccas that grow low to the ground with small, thick leaves. The leaves are designed to minimize moisture loss in the sunlight. Many of the plants store water in their roots, stems, or even fruits. There are even plants that only open their pores at night when it is cool in the desert.

Desert mammals tend to be rather small due to the lack of large enough shelter from the heat of the day. Because they are warm-blooded, mammals are not well-suited to extreme heat. Many species of cold-blooded animals such as reptiles, insects, and arachnids are found throughout the desert. Many of the desert animals are nocturnal, so they are inactive during the hottest part of the day and hunt at night when it is cool.

**Directions:** Read the passage above. Answer the questions that follow on the lines below.

**Example:** How does paragraph 2 help support the author's main idea?

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I. What ideas are developed in paragraph 3?

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## Standards Plus® – Language Arts – Grade 7

**Strand:** Reading Informational Text      **Focus:** Text Structure      **Lesson:** #14

**Reading Informational Text Standard:** RI.7.5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

**Lesson Objective:** Students will analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of ideas.

**Introduction:** “Yesterday we analyzed a passage that had a descriptive structure. Now we will analyze how the structure of another text contributes to the way its ideas are developed.”

**Teacher Tip:** Refer to the chart in yesterday’s lesson as necessary.

**Instruction:** “Remember text structure is the way an author organizes a text to communicate the content. Each text structure has its own major sections. (Project the Student Page. Review major sections associated with each type.) To analyze how the major sections of a text contribute to the whole and to the development of ideas, consider the following.” (Read text aloud and discuss these questions with the class about the text.)

1. What is the organizational pattern of the text? (Cause-effect; presents a cause and follows with effects; clue words: reason, produces, effects)
2. What is the author’s purpose for writing? (To entertain, inform, convince; To inform.)
3. How does each section of the passage help fulfill the author’s purpose and support the main idea? (What is the main idea and what part of it is covered in a specific section?  
paragraph 1: in today’s world there is a tendency to have too much screen time;  
Paragraph 2: negative effects of screen time.)
4. How does the author develop ideas?” (By listing characteristics or explaining a sequence of events; by describing causes that lead to various effects or discussing the ways things are the same or different; and causes and effects.)

**Guided Practice:** Read the directions aloud. Direct students to reread the passage silently. Model with the following steps:

1. Read question one aloud.
2. Remind students to return to the appropriate part of the passage. Reread it together. Prompt students to discuss the purpose of the paragraph. (See key.)
3. Reread the question and record the response together on the line.

**Independent Practice:** “Now you will analyze the structure of the text in paragraph 2.” Read the directions.

**Review:** After a few minutes, review together.

**Closure:** “What is the difference between description and cause-effect text structure?”

**Answers:** Answers may vary. Possible answers include:

1. To introduce this main idea or thesis: Spending too much screen time has a great impact on a child’s mind and body.
2. Paragraph 2 presents evidence of the psychological and mind-related effects of too much screen time on children.

## Standards Plus® – Language Arts – Grade 7

**Strand:** Reading Informational Text

**Focus:** Text Structure

**Lesson:** #14

**Reading Informational Text Standard:** RI.7.5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

### Major Sections of Different Text Structures

Structure Type	Introduction	Body	Conclusion
Description or List	Introduces thesis or main idea	Presents characteristics or list	Restates thesis or main idea
Sequence or Time order		Describes events in sequence or steps in process	
Compare and Contrast		Discusses similarities and differences	
Cause and Effect or Problem and Solution	Presents cause or problem in thesis	Gives evidence of effects or solutions	*Cause and Effect conclusion also presents a solution

### Too Much Screen Time (Part I)

<sup>P1</sup>How often do you beg your parents for a few more minutes on the computer or just one more show on TV? How much screen time do you spend on a daily basis? These are questions that must be considered in today's technologically advanced society. There is a good reason why the American Academy of Pediatrics recommends limiting a child's use of television, movies, video, and computer games to no more than one or two hours a day. Too much screen time has a great impact on a child's mind and body.

<sup>P2</sup>Too much screen time produces negative psychological effects in children. Researchers at the University of Bristol found that young people who spend hours each day in front of the TV or gaming console have more psychological difficulties such as problems relating to peers, emotional issues, and hyperactivity or behavior challenges than those who do not. Guidelines provided online by the Mayo Clinic suggest the following negative effects. Children who watch excessive TV are more likely to bully than others. Those who have TVs in their bedrooms tend to perform worse on tests than those who don't. Too much exposure to the violence on TV or in video games can desensitize children to violence. They may learn to use violent behavior as a way to solve problems. Also, kids who view violent acts are more likely to show aggressive behavior and fear.

**Directions:** Read the passage above. Answer the questions that follow in the space below.

1. What is the purpose of paragraph 1?

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2. How does paragraph 2 help support the author's main idea?

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**Standards Plus® – Language Arts – Grade 7****Strand:** Reading Informational Text**Focus:** Text Structure**Lesson:** #15**Reading Informational Text Standard:** RI.7.5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

**Lesson Objective:** Students will analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of ideas.

**Introduction:** “Yesterday we analyzed the structure of the first part of a cause/effect passage. Today we will study how the structure of part two contributes to the way its ideas are developed.”

**Teacher Tip:** Refer to the Text Structure Chart on pg.103 of Monday’s lesson as necessary.

**Instruction:** “Remember text structure is the way an author organizes a text to communicate the content. (Project the Student Page. Review major sections aloud with students.) To analyze how the major sections of a text contribute to the whole and to the development of ideas, we need to read the passage and consider the following. (Read text aloud and discuss these questions with the class about the text.)

1. What is the organizational pattern of the text? (Cause and effect; presents a cause and follows with effects; clue words: cause, leads to, effects)
2. What is the author’s purpose for writing? (To entertain, inform, convince; to inform.)
3. How does each section of the passage help fulfill the author’s purpose and support the main idea? (What is the main idea and what part of it is covered in a specific section; paragraph 3, physical effects of too much screen time, paragraph 4, conclusion.)
4. How does the author develop ideas?” (By listing characteristics or explaining a sequence of events; by describing causes that lead to various effects or discussing the ways things are the same or different; describing causes that lead to effects.)

**Guided Practice:** Read the directions aloud. Direct students to reread Part 1 from yesterday and Part 2 on today’s Student Page silently. Model with the following steps:

1. Read the example aloud.
2. Remind students to return to the appropriate part of the passage. Reread it together. Prompt students to discuss how this paragraph supports the main idea. (Paragraph 3 presents evidence of the physiological and body-related effects of too much screen time on children.)
3. Reread the question and record response together on the line.

“Now you will continue analyzing the structure of the text on your own.”

**Independent Practice:** “Now you will analyze the structure of the text for paragraph 4 on your own.” Review the directions together.

**Review:** After a few minutes, review together.

**Closure:** “How do we know a text has cause-effect structure?”

**Answers:** Answers may vary. Possible answers include:

1. Paragraph 4 restates the thesis or main idea and provides a solution.

## Standards Plus® – Language Arts – Grade 7

Strand: Reading Informational Text

Focus: Text Structure

Lesson: #15

Reading Informational Text Standard: RI.7.5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

## Major Sections of Different Text Structures

Structure Type	Introduction	Body	Conclusion
Description or List	Introduces thesis or main idea	Presents characteristics or list	Restates thesis or main idea
Sequence or Time order		Describes events in sequence or steps in process	
Compare and Contrast		Discusses similarities and differences	
Cause and Effect or Problem and Solution	Presents cause or problem in thesis	Gives evidence of effects or solutions	*Cause and effect conclusion also presents a solution

## Too Much Screen Time (Part 2)

<sup>P3</sup>Screen time does not only affect emotions and behavior, it also has negative effects on the physical body. When kids watch TV more than two hours a day, they are more likely to be overweight. While they watch, they are inactive and often snack too much. Also, the commercials they watch advertise unhealthy foods like potato chips and soft drinks that end up influencing their diet choices and becoming favorite snack foods. Too much screen time can also cause sleep troubles in children. They may resist going to bed or have difficulty falling asleep. It is widely known that obesity and lack of sleep can hurt the immune system. Even average levels of daily screen time are now strongly associated with a higher risk for type 2 diabetes and cardiovascular disease. Concern is also growing that too much computer game playing in children may lead to changes in the brain's circuitry that resemble the effects of substance abuse or addiction.

<sup>P4</sup>Clearly, children experience many negative psychological and physiological side effects from too much screen time. Dr. Aric Sigman, a psychologist in the United Kingdom, stated that by age seven, a child born today will have spent one full year of 24-hour days watching screen media. Parents and children could take that year and quality of life back if they observe the recommended limits.

**Directions:** Read the passage above. Answer the questions that follow in the space below.

**Example:** How does paragraph 3 help support the author's main idea?

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1. What is the purpose of paragraph 4?

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**Standards Plus® – Language Arts – Grade 7****Strand:** Reading Informational Text**Focus:** Text Structure**Lesson:** #16**Reading Informational Text Standard:** RI.7.5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

**Lesson Objective:** Students will analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of ideas.

**Introduction:** “Yesterday we analyzed a passage with a cause-effect structure. Now we will analyze how the structure of another passage contributes to the way its ideas are developed.”

**Instruction:** “Text structure is the way an author organizes a text to communicate the content. Each text structure has its own major sections. (Project the Student Page. Review major sections with students.) To analyze how the major sections of a text contribute to the whole and to the development of ideas, we need to read the passage and consider the following. (Read text aloud and discuss these questions with the class about the text.)

1. What is the organizational pattern of the text? (Compare/contrast; presents similarities and differences; clue words: similar, differences)
2. What is the author’s purpose for writing? (To entertain, inform, convince; to inform.)
3. How does each section of the passage help fulfill the author’s purpose and support the main idea? (What is the main idea and what part of it is covered in a specific section; paragraph 1, hurricanes and typhoons are similar but different; paragraph 2, definitions of hurricanes and typhoons.)
4. How does the author develop ideas?” (By listing characteristics or explaining a sequence of events, describing causes that lead to various effects or discussing the ways things are the same or different.)

**Guided Practice:** Read the directions aloud. Direct students to reread the passage silently. Model with the following steps:

1. Read question one aloud.
2. Remind students to return to the appropriate part of the passage. Reread it together. Prompt students to discuss the purpose of the paragraph. (To introduce this main idea/thesis: Hurricanes and typhoons are very similar, but they do have some differences. It also shares some introductory information about both storms.)
3. Reread the question and record response together on the line.

**Independent Practice:** “Now you will continue to analyze the structure of the text for paragraph 2 on your own.” Review the directions together.

**Review:** After a few minutes, review together.

**Closure:** “How do we know a text has a comparison/contrast structure?”

**Answers:** Answers may vary. Possible answers include:

1. Paragraph 2 discusses the characteristics of a hurricane.

## Standards Plus® – Language Arts – Grade 7

Strand: Reading Informational Text

Focus: Text Structure

Lesson: #16

Reading Informational Text Standard: RI.7.5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

## Major Sections of Different Text Structures

Structure Type	Introduction	Body	Conclusion
Description or List	Introduces thesis or main idea	Presents characteristics or list	Restates thesis or main idea
Sequence or Time order		Describes events in sequence or steps in process	
Compare and Contrast		Discusses similarities and differences	
Cause and Effect or Problem and Solution	Presents cause or problem in thesis	Gives evidence of effects or solutions	*Cause and effect conclusion also presents a solution

## Hurricanes and Typhoons (Part I)

<sup>P1</sup>Each year severe weather events cost billions of dollars and cause thousands of deaths around the world. One of the most recent devastating storms to hit the Atlantic coast of the United States happened in the fall of 2012. Why was it called Hurricane Sandy instead of Typhoon Sandy? It turns out that hurricanes and typhoons are quite similar. They are both part of the category of storms called tropical cyclones. When wind speeds reach 74 mph, a storm is called a tropical cyclone and it is then categorized as a hurricane or a typhoon depending on where it is located. Hurricanes and typhoons are very similar, but they do have some differences.

<sup>P2</sup>Hurricanes vary in location, rotation, size, and season. They form in the Atlantic Ocean, but they can also occur in the northeast, north central or eastern Pacific Ocean and the Caribbean. They have both clockwise and counter-clockwise rotation. The rotation at the top of the storm is generally opposite of that at the bottom or ground level of the storm. Many hurricanes originate in the Caribbean Sea. The word *hurricane* is associated with the languages of the Caribbean. If a hurricane travels west across the international dateline, it is then classified as a typhoon. When the wind speed of a hurricane reaches 111 mph, it is called an “intense hurricane.” Hurricane season in the Atlantic and the Caribbean is from June 1 through November 30, but most hurricanes occur in the middle of this period.

**Directions:** Read the passage above. Answer the questions that follow in the space below.

**Example:** What is the purpose of paragraph 1?

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1. How does paragraph 2 help support the author’s main idea?

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**Standards Plus® – Language Arts – Grade 7**

Strand: Reading Informational Text Focus: Text Structure

Assessment: #4

**This assessment may be used in the following ways:**

- As a formative assessment of the students' progress.
- As an additional opportunity to reinforce the vocabulary, concepts, and knowledge presented in the previous 4 lessons.

**Standard:** RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

**Procedure:** Read the directions aloud and ensure that students understand how to respond to each item.

- If you are using this as a formative assessment, have the students complete the evaluation independently.
- If you are using this to reinforce instruction, determine the items that will be completed as guided practice, and those that will be completed as independent practice.

**Additional Tips:**

- All Standards Plus assessments are available in an interactive **digital format** in the Standards Plus Digital Platform.
- When the assessments are administered and scored digitally, the platform automatically creates intervention groups and recommends **additional printable intervention lessons**.
- You can also access the printable intervention lessons from the home screen in the digital platform.

**Review:** Review the correct answers with students as soon as they are finished.

**Answers:**

Answers will vary. Possible answers include:

1. (RI.7.5) Comparison and contrast text structure: describes similarities and differences; clues: unlike, similar, different, difference; cause/effect discusses causes and effects and may offer a solution, so it does not show similarities and differences.
2. (RI.7.5) Paragraph 3 discusses typhoons' location, rotation, size, and season while comparing and contrasting to hurricanes.
3. (RI.7.5) Paragraph 4 concludes the essay, reminding the audience of the main similarities and differences between hurricanes and typhoons.

## Standards Plus® – Language Arts – Grade 7

Strand: Reading Informational Text    Focus: Text Structure

Assessment: #4

### Major Sections of Different Text Structures

Structure Type	Introduction	Body	Conclusion
Description or List	Introduces thesis or main idea	Presents characteristics or list	Restates thesis or main idea
Sequence or Time order		Describes events in sequence or steps in process	
Compare and Contrast		Discusses similarities and differences	
Cause and Effect or Problem and Solution	Presents cause or problem in thesis	Gives evidence of effects or solutions	*Cause and effect conclusion also presents a solution

### Hurricanes and Typhoons (Part 2)

<sup>P3</sup>Typhoons also vary in location, rotation, size, and season. However, while hurricanes are found mostly in the Atlantic and Caribbean, typhoons occur on the western side of the Pacific Ocean, specifically on the western side of the international dateline. Typhoons that occur in the northern hemisphere have a counter-clockwise rotation, unlike hurricanes which have both kinds of rotation. While hurricanes originate in the Atlantic and Caribbean, typhoons often originate in the South China Sea. The word *typhoon* comes from the Chinese language. If a typhoon travels east across the international dateline, it is then classified as a hurricane. Typhoons are the strongest type of tropical cyclone in the world. Due to the larger space in the Pacific Ocean, typhoons are much bigger than hurricanes. When a typhoon reaches speeds of 156 mph, it is called a “super typhoon.” Typhoon season is very similar to hurricane season. In the northwestern Pacific it begins at the end of June and ends in December. In the northeastern Pacific, typhoon season starts on June 15 and ends November 30.

<sup>P4</sup>Severe weather patterns such as hurricanes and typhoons continue to make life difficult in various coastal regions around the world. These two tropical cyclones occur during almost the same season each year, but they have different rotation patterns and possible sizes. Hurricane Sandy was called a hurricane because of its location. Location is the key difference between hurricanes and typhoons.

**Directions:** Read the passage above. Answer the questions that follow in the space below.

1. What type of text structure is used in this passage? How do you know? Explain how it differs from the cause/effect text structure.

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2. How does paragraph 3 help support the author’s main idea?

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3. What is the purpose of paragraph 4?

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## Standards Plus® High Impact Standards – Language Arts – Grade 7 Performance Lesson – Strand: Reading Informational Text

**Standard Reference: RI.7.1:** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**RI.7.2:** Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

**RI.7.3:** Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

**RI.7.4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

**RI.7.5:** Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

### Required Student Materials:

- **Student Pages: St. Pgs. 28-33**
- **Highlighter**
- **Lined paper**

**Lesson Objective:** Students will work with a partner or group to read a passage and then paraphrase or summarize the passage. Students will use specific details from the passage to determine paragraph topics, central ideas, and the meanings of words, and to analyze the structure of the passage.

**Overview:** Students will review the content found in Standards Plus Reading Informational Text Lessons 1-16, E1-E4.

### Students will:

- Read a passage "The Day That Changed Everything."
- Identify the topic of a paragraph.
- Identify supporting details.
- Identify the main idea(s) of a passage.
- Define words from text using textual clues.
- Summarize text.
- Analyze text structure.

### Guided Practice: *(Required Student Materials: St. Pg. 28)*

- Review how to use specific details to understand text and inferences.
- Review how to identify and/or paraphrase the central idea(s) of a passage.
- Review how to paraphrase and summarize a passage.
- Read and discuss the passage with students as often as needed.

**Standards Plus® High Impact Standards – Language Arts – Grade 7  
Performance Lesson – Strand: Reading Informational Text**

**Independent Practice:** *(Required Student Materials: St. Pgs. 28-33)*

- Review the directions with students.
- Remind students to:
  - Read the text carefully.
  - Use text evidence to paraphrase and summarize the passage.
- Remind students that a summary is objective and does not include personal opinions or judgments.
- Remind students that there is often more than one central idea in an informational passage.

**Review & Evaluation:**

- Have students work in groups to evaluate each section of the assignment.
- Choose different groups to explain their findings for given sections to the class.

SAMPLE

**Standards Plus® High Impact Standards – Language Arts – Grade 7**  
**Performance Lesson – Strand: Reading Informational Text**

### **The Day That Changed Everything**

On September 11, 2001, the world, as many Americans knew it, changed forever. Early that morning, four commercial airplanes departed from New Jersey, Massachusetts, and Washington, D.C. The planes were chosen because of the large amount of fuel they contained. All four planes were hijacked en route to their destinations. The hijackers forced pilots to fly into the targets they had chosen. A terrorist group known as Al-Qaeda, led by Osama bin Laden, conceded responsibility for the events. Al-Qaeda's decision to attack America had begun many years earlier, but until that morning, Americans had never felt the impact of an attack on their home soil. After that morning, many Americans would never be the same again.

As many people on the west coast were just waking up, they were stunned to see the attacks on television while they watched helplessly. Plane one was forced to fly into the World Trade Center Twin Towers in New York City at 8:46 a.m. When the first plane hit the North Tower of the World Trade Center, many people thought it was just an accident. The plane crashed into the 110 story building and burst into flames. When the second plane crashed into the South Tower at 9:03 a.m., only seventeen minutes later, people became fearful as they knew the attacks were deliberate.

Whether Americans were at home, at work, or at school, they stopped everything they were doing to watch the event unfold on television. They were shocked again when plane three crashed into the Pentagon at 9:37 a.m. in Washington, D.C. That crash killed 125 people working in the building that morning. After that, the fourth plane, Flight 93, originally bound for California, crashed into a field in Pennsylvania at 10:03 a.m. A group of passengers attacked the hijackers and forced them to crash land in the field instead of the target they had chosen. Even though the fourth plane crashed, the heroic passengers on that plane saved many lives.

Following the attacks, airlines cancelled all flights. Planes that were up in the air were asked to land as soon as possible. People who had planned on flying anywhere that day and several days afterward simply had to stay home. The people of New York were helpless as all activity in the city stopped. Buildings were on fire. The skies were smoky, and piles of rubbish from the fallen Twin Tower buildings made transportation impossible in some areas. People from all over the country called loved ones to see if they were okay, but many got bad news, or worse, no news at all.

That day, nearly 3,000 people died. Most of them were working in offices in the World Trade Center in New York that morning. Others included those working in the Pentagon. Many of the casualties were firemen, policemen, and paramedics trying to help those injured in New York when the first plane crashed. Lives weren't all that was lost. America felt what many describe as a loss of innocence that day. Until then, most Americans had felt safe from attacks. After the events of September 11, 2001, or 9/11 as it is often referred, Americans didn't feel as safe anymore.

**Standards Plus® High Impact Standards – Language Arts – Grade 7**  
**Performance Lesson – Strand: Reading Informational Text**

**Directions Part I:** Reread the passage carefully. Read each question carefully, underline or highlight the text evidence for each paragraph as described below, and write the answers in the spaces provided. Use complete sentences, and use your own words.

**Paragraph 1**

A. What is the main idea of the paragraph?

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B. Highlight or underline two or more details that support the main idea of the paragraph.

C. What do the following underlined words and phrases mean as they are used in the paragraph?

- En route

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- Conceded responsibility

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D. How does the phrase *home soil* appeal to the emotions of the readers? \_\_\_\_\_

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E. What detail from this paragraph infers or hints that the planes had something to do with the fires that later occurred? \_\_\_\_\_

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**Paragraph 2**

A. What is the topic of the paragraph?

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B. Highlight or underline two or more details that support the topic of the paragraph.



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Performance Lesson – Strand: Reading Informational Text**

C. What does the following underlined word mean as it is used in the paragraph?

- Stunned

\_\_\_\_\_

D. Explain why people would conclude that the events were *deliberate*?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Paragraph 3**

A. What is the topic of the paragraph?

\_\_\_\_\_

\_\_\_\_\_

B. Highlight or underline two or more details that support the topic of the paragraph.

C. What does the following underlined word mean as it is used in the paragraph?

- Unfold \_\_\_\_\_

D. What details in the paragraph support that people would have continued to watch the events occurring on television?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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**Standards Plus® High Impact Standards – Language Arts – Grade 7**  
**Performance Lesson – Strand: Reading Informational Text**

**Paragraph 4**

A. What is the topic of the paragraph?

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B. Highlight or underline two or more details that support the topic of the paragraph.

C. What are three details, from anywhere in the passage, that explain why some people might have gotten bad news?

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D. Why might some people have gotten no news at all? What does the author mean by that, and how do you know?

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**Paragraph 5**

A. What is the topic of the paragraph?

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- B. Highlight or underline two or more details that support the topic of the paragraph.
- C. What does the following underlined word mean as it is used in the paragraph?

- Casualties \_\_\_\_\_

- D. What are three details from the entire passage that would explain why people didn't feel safe anymore after the events of 9/11?

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What are two of the main ideas from the text?

A. \_\_\_\_\_

B. \_\_\_\_\_

**Directions Part II:** On a separate piece of paper, summarize the passage. Put it in your own words. When you are finished summarizing the passage, ask yourself the following questions:

1. Did I include only the most important details in my summary?
2. Did I write my summary in my own words?
3. Did I include only facts from the text (without any opinions or judgments)?
4. Did I follow the structure of the original text?
5. Is my summary shorter than the original text?
6. Could a person who had not read the text understand my summary?

**Standards Plus® High Impact Standards – Language Arts – Grade 7**  
**Performance Lesson – Strand: Reading Informational Text**

**Directions Part III:** Look at the Informational Text Structures chart below. Using the information, explain which structure type the author of this passage uses. How does that type of structure work well for this passage?

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<b>Informational Text Structures</b>		
<b>Structure Type</b>	<b>Clue Words</b>	<b>How the Reader Knows</b>
<b>Description or List</b>	such as, for example, for instance, most important, in front, beside, below	A set of characteristics or a list will follow.
<b>Sequence or Time order</b>	first, second, third, on (date), not long after, after that, next, at the same time, finally, then, since then	A sequence of events or steps in a process is described.
<b>Compare and Contrast</b>	like, unlike, but, in contrast, differs, on the other hand, whereas, however, both, also, too, as well as, same, compares, similarly	Similarities and differences are presented or discussed.
<b>Cause and Effect or Problem and Solution</b>	therefore, so, so that, this leads to, due to, produces, creates, as a result, reason, because, if...then	Evidence of cause(s) and effect(s) are given or problems and solutions are described.