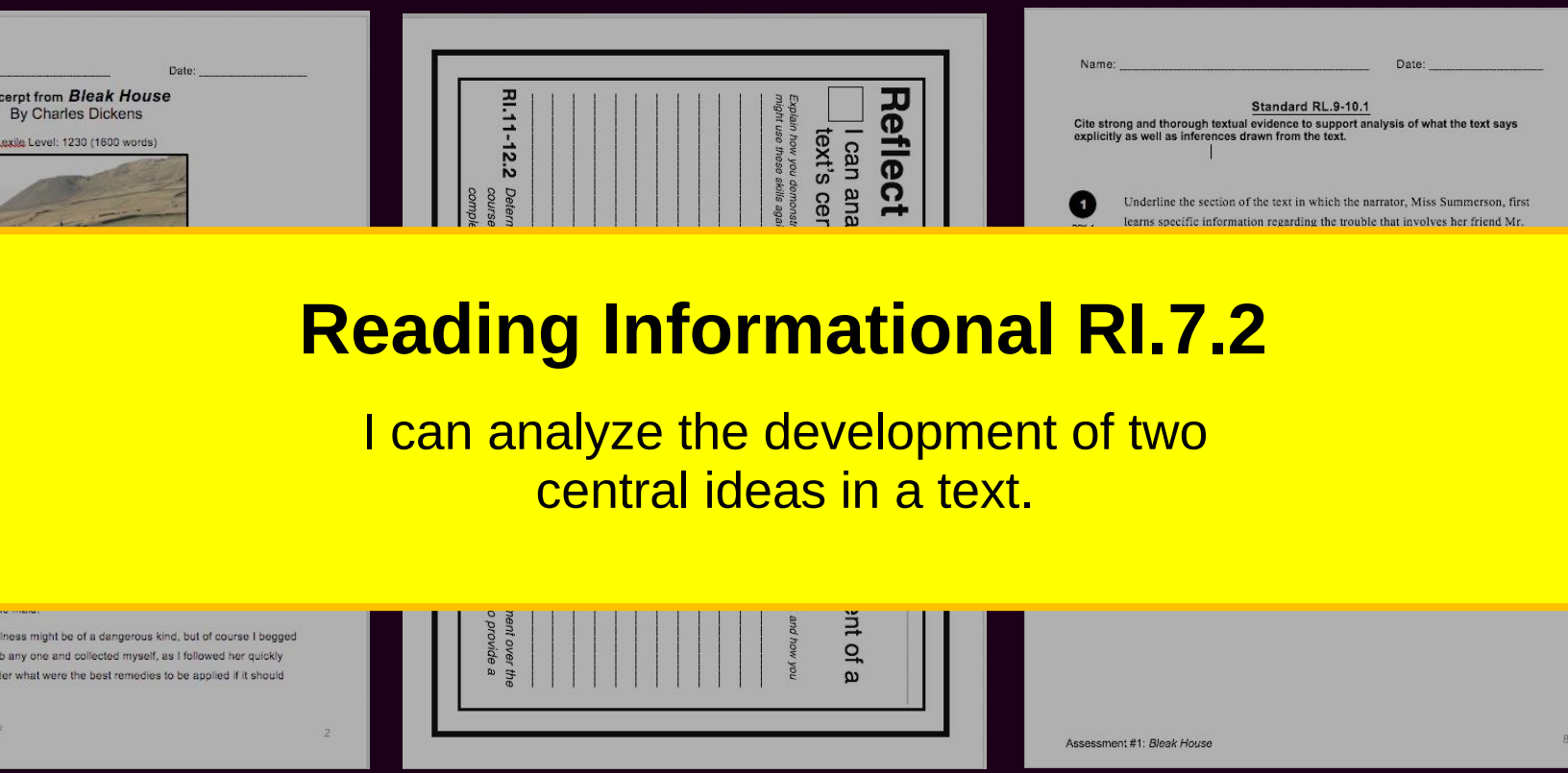
Grade 7

Standards-based Quick Assessments & Reading Passages



Reading Informational RI.7.2

I can analyze the development of two central ideas in a text.

Pre and Post Assessments aligned to a specific standard and **grade-level passages**. Questions address **3 levels of rigor** for **differentiation.** Great for formative assessments, quizzes, homework, and more.

GOALBOOK

Assessments & Reading Passages

RI.7.2

Assessment #1

Excerpt from “Life in the Food Chain”

Standard RI.7.2

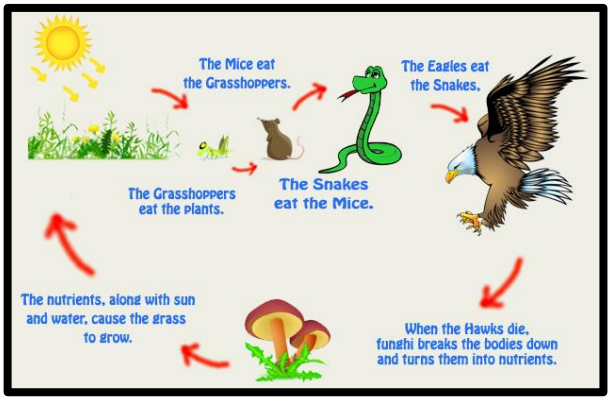
I can analyze the development of two central ideas in a text.

Name: _____ Date:_____

Excerpt from **“Life in the Food Chain”**

By Ellen Braaf

Lexile: 970 Word Count: 862



Like all living things, you need energy. The energy you use to live every day travels from one living thing to another, in a chain that starts with the sun.

The energy in all your food comes from the sun, 93 million miles away. How did the sun's energy end up in the things you eat? You can thank green plants. They contain chlorophyll—a substance that traps the energy in sunlight. This energy then helps plants change water from the soil and carbon dioxide from the air into oxygen and carbohydrates that power their cells. This process is called photosynthesis.

Most plants make more food than they need. They store the extra in their roots, leaves, stems, flowers, fruit, and seeds. So, when you eat carrots, spinach, celery, cauliflower, bananas, or walnuts, some of the energy stored in plants passes on to you.

Certain bacteria also make their own food. So do most algae. Found just about everywhere on Earth—in lakes, streams, oceans, deserts, soil, boiling hot springs, snow, and ice—algae range from 200-foot-long kelp to tiny ocean plants called phytoplankton. Living things that make their own food are called producers. All others—including humans—are consumers. They need to eat other living things to survive.

Living Links

Food chains link producers and consumers together. When scientists talk about food chains, they're not talking about the E-Z Burger restaurant chain. They mean the paths along which energy and nutrients pass from one living thing to another in our "eat-or-be-eaten" world. Food chains everywhere--in grasslands and deserts, oceans and tropical rainforests--begin with the producers. They are the first link.

The consumers come next, starting with the plant eaters, or herbivores, the vegetarians of the animal kingdom. Elephants grazing on grass, caterpillars munching leaves, and pandas chomping bamboo get energy directly from producers. So do the shrimplike krill that dine on one-celled plants in the ocean.
Carnivores, who consume other animals, come next. These predators get energy from plants indirectly. When an owl eats a mouse that nibbled seeds, it tops a three-link chain. But if its prey is a snake that ate a mouse that nibbled seeds, the snake becomes the third link, and the owl, the fourth.

Because all organisms use the energy they get from food to live, grow, and reproduce, only small amounts remain to pass between the living links in a food chain. That's why most chains are short—usually about two to five links—and why it takes a lot of producers at the bottom of a food chain to support a few supercarnivores at the top. It's also why life on Earth depends on a constant supply of sunlight.

Isle Royale: Predators, Prey, and Producers

On Isle Royale—a small, remote island in Lake Superior--wolves, moose, and balsam fir trees are bound together in a three-link food chain. Moose came to the island around 1900. These long-legged herbivores probably swam 15 miles to the island from Canada. There they found moose heaven—lots of plants and no large predators. As a result, they thrived, and their numbers grew. Many lived a long time for moose, about 17 years.

In summer, moose eat a variety of ferns, shrubs, wildflowers, leaves, and water plants. An 800-pound moose can scarf down 40 pounds of vegetation a day, packing on an extra 200 pounds in just a couple of months. That's like an 80-pound kid gaining 20 pounds over summer vacation by eating 4 pounds of salad every day.

But in winter when food is scarce, moose eat mostly the twigs and needles of balsam fir trees. These meals are much less nutritious than their summer fare, and the moose use

up lots of energy plodding through deep snow to feed. They lose all the weight they gained in summer.

Wolves came to Isle Royale around 1950. Scientists think a mated pair probably walked across an ice bridge between the island and Canada. Wolves are the island's only big predators. Their arrival changed the lives of Isle Royale's moose forever.

Ups and Downs

Scientists have been studying this isolated food chain for 50 years to understand how changes in one link can cause changes in another. As more moose are born on the island, they eat more balsam fir. The more they consume, the more they damage the trees. Stunted trees mean less food. Eventually, there's not enough food to support all the moose. Many starve, and their numbers decrease. With fewer moose dining on them, fir trees gradually recover.

A similar boom-and-bust cycle occurs between predator and prey. Ten times the size of a wolf, a moose has long, strong legs and a dangerous kick. So wolves prey mainly on old and weak animals. Good hunting means food for the whole pack. Wolves then raise lots of pups, and their numbers increase. More wolves mean more mouths to feed and more moose get eaten. However, when the moose population decreases, wolves starve.

With fewer predators stalking the moose, more survive to old age. The moose population increases, and the cycle begins again.

Name: _____ Date: _____

Standard RI.7.2

I can analyze the development of two central ideas in a text.

1

DOK 1

Read the following central idea from the section "Ups and Downs":

Changes to food chains can have dramatic effects on the organisms involved.

Write one piece of evidence from the section that supports this central idea.

_____

_____

_____

2

DOK 1

What is one central idea from the section Living Links?

a. Consumers are organisms that eat producers.

b. Food chains are how energy is transferred between organisms.

c. Food chains are food everywhere in the world.

d. There can be many links in a single food chain.

3

DOK 2

What is one central idea from the passage?

_____

_____

_____

What are two details from the passage that support this central idea?

1._____

_____

2. _____

_____

4

DOK 2

What is a second central idea from the passage?

_____

_____

_____

What are two details from the passage that support this central idea?

1._____

_____

2. _____

_____

5

DOK 3

Explain how two central ideas from the passage are *developed*, citing evidence from the text to support your response.

*
Bonus

Bonus Question: You have read a text that introduces you to food chains and how they work. Using the evidence from the text, write a paragraph that has the central idea "The behavior of consumers can have an impact on the overall food chain."

Scoring Rubric

RI.7.2 Assessment #1:

Excerpt from **“Life in the Food Chain”**

Student Name: _____ Date of Administration: _____

Teacher Name: _____

Question / Level	**Key / Rubric**	**Points**
#1 DOK 1	Students may write one of the following pieces of evidence: • The more they consume, the more they damage the trees. • Stunted trees mean less food. • Eventually, there's not enough food to support all the moose. Many starve, and their numbers decrease. • With fewer moose dining on them, fir trees gradually recover. • More wolves mean more mouths to feed and more moose get eaten. • However, when the moose population decreases, wolves starve. • With fewer predators stalking the moose, more survive to old age. • The moose population increases, and the cycle begins again.	0 1
#2 DOK 1	b. Food chains are how energy is transferred between organisms.	0 1
#3 DOK 2	Students’ central idea should be centered on one of the following ideas: • Producers harvest energy from the sun • Energy from the sun is transferred to consumers through food chain • Without producers, food chains wouldn’t exist	0 1 2

	• Without producers, other living things would not have food • Food chains link producers and consumers • Food chains (changing) can have a dramatic effect on the organisms involved. **SCORING:** **+2 points:** Determines correct central idea and provides one supporting detail **+1 point:** Determines correct central idea, does not provide supporting detail	
#4 DOK 2	Students' central idea should be centered on one of the following ideas: • Producers harvest energy from the sun • Energy from the sun is transferred to consumers through food chain • Without producers, food chains wouldn't exist • Without producers, other living things would not have food • Food chains link producers and consumers • Food chains (changing) can have a dramatic effect on the organisms involved. **SCORING:** **+2 points:** Determines correct central idea and provides one supporting detail **+1 point:** Determines correct central idea, does not provide supporting detail	0 1 2
#5 DOK 3	**Model Student Response:** One central idea from the passage "Life in the Food Chain" is that energy from the sun is transferred from producers to consumers. The author develops this central idea by providing several examples of food chains that show this flow of energy. For example, the text states, "These predators get energy from plants indirectly. When an owl eats a mouse that nibbled seeds, it tops a three-link chain." This demonstrates that the plants, who harvest energy from the sun, pass that energy through the remainder of the food chain. Another central idea from the text is that changes in one part of a food change can cause major changes in another part. The author develops this central idea by explaining the effect that the size of the moose populations have on the food chain on Isle Royale. According	0 1 2 3 4

	to the text, “As more moose are born on the island, they eat more Balsam fir. The more they consume, the more they damage the trees. Eventually, there’s not enough food to support all the moose.” This is one of the ways that a change in a food chain can impact many things. **SCORING:** **+4 points:** Explains how both central ideas are developed, provides evidence to support each explanation **+3 points:** Explains how both central ideas are developed, only provides evidence to support one explanation **+2 points:** Explains how both central ideas are developed, provides no evidence to support each explanation / Explains how one central idea is developed and provides one piece of supporting evidence **+1 point:** Explains how one central idea is developed, provides no supporting evidence	
#BONUS	*This item is not scored and is an option for early finishers*	-
TOTAL		**____ / 10**

Assessments & Reading Passages

RI.7.2

Assessment #2

Excerpt from *My Life*

Standard RI.7.2

I can analyze the development of two central ideas in a text.

Name: _____ Date: _____

Excerpt from ***My Life***
By Earvin "Magic" Johnson

Lexile: 720 Word Count: 406

Orlando, Florida. It's Sunday, February 9, and I'm playing in the 1992 All-Star Game. I can't believe I'm here.

Just three months ago, I was shocked to learn I had HIV, the virus that causes AIDS. As soon as I heard the news, I stopped playing basketball. Doctor's orders.

When I announced my decision on November 7, I never imagined I'd be playing today. But all the All-Star ballots had already been printed, and despite everything, the fans voted me in. Even so, some people were convinced I couldn't play. Or that I shouldn't. But I had something to prove. From the moment I discovered that I had this terrible virus, I knew I wanted to keep on playing. That's part of what this All-Start Game is about for me. I want to show myself, and everybody else, that I can still play basketball like I used to.

Here in Orlando, the fans are with me, cheering me on. And my teammates are making me feel welcome. I haven't played in a real game all year, so I'm relieved when I see that I haven't lost a step. And I'm loving it, every minute, every play… It's late in the fourth quarter, and the game is almost over. I've just hit a pair of three-pointers, and I'm feeling terrific. Now Isiah Thomas is bring the ball up the

court for the East. Isiah is my friend, and I can see what he's thinking: Man I shouldn't have let you make that last one…

Now Isiah starts dribbling, the way he always does, getting fancy now, between the legs, behind the back. I wave him toward me. Come on, I'm telling him. Quit stalling. You gonna make your move, or what?

People have asked if these little one-on-one battles were rehearsed. Sorry, but I'm not that smart. Who could have thought this up?...

Now I step behind the three-point line and throw up a long rainbow. I'm falling back, so I have to shoot it a little higher and a little harder than usual.

Feels good to me and- yes- swish. Another one!…Who says I can't still play this game?

Fourteen seconds left, but nobody picks up the ball. Suddenly I'm surrounded, mobbed by the All-Stars on both teams. They're giving me their affection, their support. And I'm fighting back the tears. Don't think I've ever felt more exhilarated than I am right now. Or more loved.

Name: _____ Date: _____

Standard RI.7.2

I can analyze the development of two central ideas in a text.

1

DOK 1

What is the central idea of paragraphs 7-9?

a. A basketball player wins the all-star game.

b. Both teams in the all-star game celebrate a big win.

c. A basketball player is congratulated by both teams after playing an impressive all-star game.

d. A basketball player beats all odds and becomes the champion of an all-star game.

2

DOK 1

A central idea from paragraphs 3-4 is "A basketball player wants to prove that despite his illness, he can still play basketball like a pro."

Write one piece of evidence from that section that supports this central idea.

_____

_____

_____

3

DOK 2

What is one central idea from the passage?

_____

_____

_____

What are two details from the passage that support this central idea?

1._____

_____

2. _____

_____

4

DOK 2

What is a second central idea from the passage?

_____

_____

_____

What are two details from the passage that support this central idea?

1._____

_____

2. _____

_____

5

DOK 3

Explain how two central ideas from the passage are *developed*, citing evidence from the text to support your response.

Bonus

Bonus Question: What can you infer about this basketball player, based on his story? Be sure to include evidence from the text to support your response.

Scoring Rubric

RI.7.2 Assessment #2:

Excerpt from ***My Life***

Student Name: _____ Date of Administration: _____

Teacher Name: _____

Question / Level	Key / Rubric	Points
#1 DOK 1	c. A basketball player is congratulated by both teams after playing an impressive all-star game.	0 1
#2 DOK 1	Students may write one of the following pieces of evidence: • "But I had something to prove." • "From the moment I discovered that I had this terrible virus, I knew I wanted to keep on playing." • "I've just hit a pair of three-pointers, and I'm feeling terrific." • "Another one!…Who says I can't still play this game?"	0 1
#3 DOK 2	Students' central idea should be centered on one of the following ideas: • Basketball player wants to prove he can still play even though he is sick • Basketball player, despite doctor's orders, playing in an all-star game • Basketball player is supported by fans and other players as he plays despite a serious illness **SCORING:** **+2 points:** Determines correct central idea and provides one supporting detail	0 1 2

	+1 point: Determines correct central idea, does not provide supporting detail **+0 points:** Does not determine correct central idea, no supporting evidence	
#4 DOK 2	Students' central idea should be centered on one of the following ideas: • Basketball player wants to prove he can still play even though he is sick • Basketball player, despite doctor's orders, playing in an all-star game • Basketball player is supported by fans and other players as he plays despite a serious illness **SCORING:** **+2 points:** Determines correct central idea and provides one supporting detail **+1 point:** Determines correct central idea, does not provide supporting detail **+0 points:** Does not determine correct central idea, no supporting evidence	0 1 2
#5 DOK 3	**Model Student Response:** One central idea from the passage "My Life" is a basketball player wants to prove he can still play, despite being diagnosed with a serious illness. The author develops this central idea by sharing his inner thoughts about the situation. He states, "But I had something to prove. From the moment I discovered that I had this terrible virus, I knew I wanted to keep on playing." This gives readers insight into his motivation to play in the all-start game. Throughout the text, the author continues to speak to readers about his decision to play and the outcome of his choices. Another central idea from the text is a basketball player is supported by his fans and other players, despite his illness. The author develops this central idea by explaining the events that led up to and following his decision to play. He recounts, "Here in Orlando, the fans are with me, cheering me on." Not only were the fans supporting him, but the players on both teams celebrated his victory at the end when, "Suddenly I'm surrounded, mobbed by the All-Stars on both teams." These examples show readers that the basketball player had many levels of support during his all-star	0 1 2 3 4

	game. **SCORING:** **+4 points:** Explains how both central ideas are developed, provides evidence to support each explanation **+3 points:** Explains how both central ideas are developed, only provides evidence to support one explanation **+2 points:** Explains how both central ideas are developed, provides no evidence to support each explanation / Explains how one central idea is developed and provides one piece of supporting evidence **+1 point:** Explains how one central idea is developed, provides no supporting evidence **0 points:** Incorrect/Missing explanation, no evidence included	
#BONUS	*This item is not scored and is an option for early finishers*	-
TOTAL		_____ ***/*** **10**

Reflect and relate:

Name: _____

☐ *I can analyze the development of two central ideas in a text.*

Explain how you demonstrated improvement or *mastery of this standard's key skills in this assessment, and how you* **might use these skills again.**

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