

7th Grade Unit 2 Benchmark Study Guide

ELCC7W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

ELACC7RL1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC7RL2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

ELACC7RL4: Determine the meaning of words and phrases as they are used in a text, including figurative and **connotative** meanings; analyze the impact of rhymes and other repetitions of sound (e.g. alliteration) on a specific verse or stanza of a poem or section of a story or drama.

ELACC7W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

ELACC7L1: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

- a. Explain the function of phrases and clauses in general and their function in specific sentences.
- b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

ELACC7L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

Textual Evidence:

1. How do I correctly cite evidence in my work?
 - 1) **Locate the evidence through annotations.**
 - 2) **Either put it in your own word or use quotation marks with evidence based terms (i.e. according to the text, the author states, etc.)**
 - 3) **Specify the location of the evidence (i.e. paragraph number, author name, etc.) dependent upon whether or not it is a direct quote or not.**
2. Why do I need supporting details when writing a constructed response?
Supporting details are used to prove/support your ideas/writing.
3. What is textual evidence and why is it important?
Textual evidence is information that is pulled from the text and it is important so that your writing is supported and not opinionated.
4. How do we support our opinions with evidence from the text?
Gathering evidence from the text and putting it in your own words or using it as support in your writing.

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Wondrous Written Worlds: The Life of J.R.R. Tolkien

by: Lee Washington

¹John Ronald Reuel Tolkien—commonly known as “J.R.R. Tolkien”—is most famous as the author of the adventure fantasy novels *The Hobbit* and *The Lord of the Rings*. Although he was an English writer, he developed an impressive fan base in the United States. Many people enjoy reading his myths about strange creatures and novel ideas. His famous *Lord of the Rings* series, which was originally one novel but was later published as three separate books, takes place in an imagined world called Middle Earth. The setting is full of beautiful forests and mysterious caves. The characters set out on a journey to destroy rings that give the wearer enormous destructive powers. The stories in the series are so entertaining that readers can’t seem to put them down. In fact, the books were so popular that they were retold as three successful movies. The director traveled in New Zealand, a country near Australia, to find amazing countryside to imitate the setting of Tolkien’s stories.

²J.R.R. Tolkien created his own worlds for stories based on his memories of living in many different places. Tolkien was born in South Africa to English parents. He later returned to England with his mother and brother to live with his grandparents. Visiting his relatives’ farms helped Tolkien learn about plants and develop a love of nature. Later, Tolkien’s mother appointed a priest, Father Francis Xavier Morgan, to become the official guardian of Tolkien and his brother. Father Morgan introduced Tolkien to many great paintings, some of which inspired the artistic descriptions in his writing. Later, he replicated the elegant architecture of his childhood in the grand castles of his stories.

³J.R.R. Tolkien was always interested in the English language. Before becoming a writer, he studied English in college. Tolkien worked as a professor and also had a job helping to write a dictionary. He was in charge of the entries beginning with the letter “W.” When he began to write stories, he shared them with his friends in a group called the Inklings. C.S. Lewis was one of Tolkien’s friends. He loved Tolkien’s stories and wanted him to keep writing. Lewis later wrote a famous seven-novel adventure fantasy series called *The Chronicles of Narnia*.

⁴Tolkien’s stories helped generate interest in fantasy literature, so that more and more people began to enjoy classic myths. Tolkien himself enjoyed reading ancient European myths. He was especially enchanted by a very old story, *Beowulf*, involving a hero and a huge, angry monster. Tolkien took pleasure in thinking about literature and writing about other authors’ books and poems.

⁵Tolkien also wrote stories for children, including his own. He was a fun father who often surprised his children with magical letters from polar bears and elves. *The Hobbit*, another of the author’s famous fantasy stories, started as a tale for his own young children. A publisher in London thought more people should have a chance to read it, and the book became very popular. Tolkien’s mythical stories of friendship and adventure still stir readers’ imaginations. He is truly one of the greatest fantasy writers of all time.

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5. Part A: Which type of current movie might J. R. R. Tolkien MOST LIKELY be interested in seeing?

- A) a documentary exposing corporate corruption
- B) a film about warriors slaying mythical beasts
- C) a romantic comedy about women in the workplace
- D) a drama about a crisis that tears a family apart

Part B: What evidence can you find in the passage to support your answer?

Paragraph 4 sentences 2 & 3

6. Part A: Which of these MOST helped J.R.R. Tolkien to become a successful writer?

- A) His sense of humor.
- B) His loving children.
- C) His creative imagination.
- D) His appetite for success.

Part B: What evidence can you cite in the passage to support your answer?

Paragraph 4 sentence 1

Reading:

- 7. What are context clues?
Context clues are hints from the text that help define words and phrases.
- 8. How do we find context clues to help us determine the meanings of unfamiliar words?
To find context clues we look at the surrounding words and phrases to find the meaning of unfamiliar words.
- 9. How is annotation a form of research?
Annotation is a form of research because it helps the writer to gather information for a deeper understanding of the text; it is an investigation of the text.

Use context clues to answer the following questions.

‘He was quite young, wonderfully handsome, extremely agreeable, and, to crown the whole, he meant to be at the next assembly with a large party.’ (Exert from “Pride and Prejudice”)

10. In this sentence, what is the definition of **assembly**?

- A) meeting
- B) dispersal
- C) one-on-one
- D) social gathering

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It is obvious today that America has **defaulted** on this promissory note insofar as her citizens of color are concerned. Instead of honoring this sacred obligation, America has given the Negro people a bad check, a check which has come back marked "insufficient funds." (Excerpt from "I Have a Dream," Speech)

11. What does the word defaulted mean in the first sentence.

- A) improved its future
- B) fulfilled its destiny
- C) celebrated its past history
- D) failed to meet its obligations or promises

When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note to which every American was to fall heir.

12. What is the root word of **promissory** as it is used in this sentence?

- A) miss
- B) missory
- D) promise
- C) prom

13. How is a clause different from a phrase?

A phrase is a group of words that will be missing either a subject or a predicate.

A clause is a group of words that will always have a subject and a predicate.

14. How is a subordinate clause different from an independent (main) clause?

A subordinate clause will have a subject and a predicate, but it is not a complete thought.

An independent clause will have a subject and a predicate and it will be a complete thought.

15. What is the purpose of coordinating conjunctions?

The purpose of cc is to join clauses, words, and/or phrases.

16. What are the two ways to combine sentences?

The two ways to combine sentences are semi-colon or conjunctions.

17. What are the two types of words that introduce subordinate clauses?

Subordinating conjunctions (adverb clause) or relative pronouns (adjective clause).

18. How does sentence variety enhance your writing?

- 1) Makes the writing more interesting, not dull
- 2) Makes the writing sound more mature
- 3) Can put vivid images inside a reader's mind

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19. Which of the following is a simple sentence?

(simple sentence=subject, predicate/verb, complete thought)

- A) Why didn't you call me after you finished your chores?
- B) Can you help me with this, or should I ask someone else?
- C) Did you know that we went to get ice cream after school yesterday?
- D) Are you going to the store with your mother or your sister this afternoon?

20. Which of the following is a correctly punctuated COMPLEX sentence?

(complex sentence=at least 1 dependent clause with a subordinating conjunction or a relative pronoun and an independent clause)

- A) The girl ran across the street and got the mail.
- B) The girl ran across the street, and she got the mail.
- C) The girl ran across the street because she wanted to get the mail.
- D) The girl ran across the street, got the mail, and returned to the house.

21. Which of the following is a compound sentence?

(compound sentence=at least 2 independent clauses joined by a cc and usually a comma)

- A) In the end, the producers ran out of money, and the movie never got made.
- B) Critics all agree that this movie is definitely one of the best of the year.
- C) The Wolverine High School football team went undefeated for the entire season.
- D) The beds in the Chinese dormitory were flat, filled with straw, and uncomfortable.

22. Which of the following is a compound sentence?

- A) His mother called to tell him about her impending divorce.
- B) When the weather is just right, you can see the top of Paris Mountain.
- C) The printing press broke last night; everyone's newspaper delivery was delayed.
- D) Although he knew better, John asked her out on a date, and she (surprisingly) said, "Yes!"

Technology is taking over the world. Students, as well as faculty here at DMS and other schools are encouraged to incorporate technology into the classroom daily. Even though the thought of using technology in the classroom on a consistent basis sends a sense of euphoria to some because of the lack of funds at home and slow or out-of-date resources at school, a sense of panic can be felt by others. What are some problems that can arise when teachers are attempting trying to incorporate technology daily in the classroom? What can be a solution to students not having the appropriate resources to keep up? Use evidence from the excerpt of the article When Homework Becomes Library Work to support your answer.

Dissect the following prompt into its three parts (**background knowledge, petition, and expectation of proof**) and complete a constructed response (on the back of the last page).

When Homework Becomes Library Work
by Miami Herald, adapted by Newsela staff 10.27.14

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MIAMI — Christina Morua waited at the library for her fourth-grader to get on a computer and start her math homework.

“We don’t have any Internet at home,” Morua said. As she spoke, her oldest, 11-year-old Abel, clicked through an assignment on a library laptop while Alina, 9, waited for her turn at a desktop. “We just reserved a computer. We have to wait 70 minutes. He got one of the last laptops.”

With more school materials online, kids across the country can no longer do their homework at home. That leaves libraries as the go-to place for homework. However, money problems, shorter library hours and old equipment have left many libraries without enough computers for students.

“The laptops we do have, the batteries aren’t working,” said Patricia Readon. She is a librarian working on the children’s desk at the South Dade Library. “The sad part is, if you don’t have a computer, you can’t do your homework.”

Struggling With Demand

Miami-Dade’s library system has an extra \$4 million to spend this year, but there are claims on the money. It is needed for salaries, keeping library branches open longer, children’s books and online tutoring. The libraries do not have the money to buy more computer stations, said Gia Arbogast, who is in charge of the library system.

On the bright side, Arbogast said, the library has replaced aging laptop computers with new tablets. That should make it easier for kids on school nights.

More computers are needed, Arbogast said. “It’s an ongoing demand that we are struggling to keep up with.” Teachers shouldn’t assign online homework if all students in the class don’t have the Internet at home, said Sylvia Diaz. She is an official with the Miami-Dade school system.

“We really shouldn’t be requiring kids to go to the library to complete assignments,” Diaz said. “A project or something special is OK,” but not daily homework assignments that depend on the computer.

Sometimes There Is A Good Excuse

People who support online access say that teachers have to make sure students from low-income families can do their homework at home. Being forced to do it at a library or a coffee shop makes it harder for them to succeed in school. Zach Leverenz is the CEO of EveryoneOn. The company works with Miami-Dade to provide cheap online access for students at home. He said schools should not rely on students finding public Internet hotspots. Diaz is in charge of digital learning for Miami-Dade schools. She said the district wants to get to a point where every student has a computer or tablet and Internet access at home.

Constructed Responses will vary.