

Name: _____

Date: _____

7th Grade Reading Worksheets

THE MOUSE-TOWER

Long ago in Germany there lived a wicked ruler called Hatto. He was very cruel to his people, and made them pay high taxes so that he could be rich. One year, there was a very bad harvest in the surrounding country, and the shortage of food was made worse because Hatto had bought all the previous year's corn. The unhappy people begged him to lower the price of the corn in his storehouse, but it was in vain. His advisers begged him to have pity, but he refused.

One day a crowd of hungry beggars came to Hatto's palace crying for food. Hatto and his guests were just sitting down to a fine feast and Hatto told them he thought it would be a good thing to get rid of these beggars altogether. So when the ragged crowd of men, women and children came in and threw themselves at his feet, he greeted them with smile and promised them corn. They were led outside the town to a barn, where each one was to receive as much corn as he wished. They hurried on, full of gratitude, but when they were all in the barn Hatto ordered the doors to be locked and the barn to be set on fire. The screams of the poor people were terrible, and could be heard even in the ruler's palace. "listen!" cried Hatto. "The mice are squeaking in the corn."

Suddenly, thousands of mice came out of the burning barn. They ran to the palace and filled every room and corner. The more they were killed, the more they multiplied. Hatto was frightened. He realized that this was God's punishment, so he fled from the town and got into a boat hoping to escape to a tower that he had built in the middle of the river. But the mice swam after him in thousands, and when he reached the tower the mice followed him. They tore holes in the door with their sharp teeth, and at last reached him. The cruel man was eaten by the mice. The tower still stands in the middle of the River Rhine in Germany, and people call it the Mouse-Tower.

Answer the questions!

1. What is the lesson that the writer wants you to understand from this story?

2. Underline the most important information in each paragraph.

3. Write a summary. Tell what is most important.

Maze Comprehension Passages 7th Grade

International Reading Association

A red circular graphic with a gradient, appearing as a partial circle or a stylized 'C' shape, located to the right of the International Reading Association text.

Maze Comprehension Passages 7th Grade:

Literacy Intervention in the Middle Grades Kevin Flanigan, Latisha Hayes, 2022-12-27 No two students in grades 4-8 are identical and many struggle with literacy for different reasons. Using a teacher-friendly hands-on approach, this eminently practical book walks educators through the nuts and bolts of literacy intervention in the middle grades. Highlights include North Star principles to orient instruction, an assessment flowchart, and extended case studies of three middle-grade learners. The book offers evidence-based intervention practices for targeting specific literacy components, including word recognition, fluency, vocabulary, and comprehension. Teachers are guided to plan structured but flexible interventions that promote literacy growth and engagement. Sample lesson plans and clear, engaging figures illustrate how to make literacy intervention work for all students.

Great Performances Larry Lewin, Betty Jean Shoemaker, 2011 The authors share what they've learned about developing and assessing powerful performance tasks ranging from short and specific to lengthy and substantive.

On-the-spot Reading Diagnosis File Margaret LaPray, 1978

Students with Learning Disabilities Cecil D. Mercer, Paige C. Pullen, 2009 For courses in Learning Disabilities. The seventh edition of this popular text offers comprehensive coverage and a balanced approach of all of the varying theories and practices in the field: educational, medical, and psychological, incorporating assessment, definition, characteristics, and strategies all to help readers develop their own personal perspective. It presents equal treatment to information about the characteristics, definitions, causes, and controversies of learning disabilities with each researched-based topic clearly designed to support both diagnosis and intervention. Throughout the text, best practices have been identified through thorough research and practical examples. Revised to include the latest research and recent developments, the seventh edition reflects the latest trends in the field of learning disabilities. The authors have included new and expanded coverage of cultural diversity, responsiveness to intervention techniques for identifying students with learning disabilities, expanded coverage of effective practices to prevent and remediate reading difficulties, effective assessment strategies, and teaching practices in the academic areas based on recent research. A new chapter on ADHD, a focus on how to teach and manage students with learning disabilities, and information on the 2004 reauthorization of IDEA and the 2006 Code of Federal Regulations. Current and classic. **Students with Learning Disabilities, Seventh Edition** will stimulate and interest its readers about the nature and needs of individuals with learning disabilities.

Summary of Investigations Relating to Reading International Reading Association, 1979

Assessing Reading, 2008 This book contains a collection of formal and informal reading assessments for use with students in Grades K-12. These assessments assist the teacher in targeting areas of strength and weakness in monitoring student reading development and in planning appropriate instruction. Unlike large-scale achievement tests, the majority of these assessments can be administered individually. Each assessment was selected because it measures an important research-based reading skill and because it is quick, reliable, and easy to use. Each assessment provides clear and accurate

individual student information The assessments included in this book are informal assessments designed to measure specific skills critical to successful reading Some of the assessments are curriculum based while others are criteria based depending on the purpose of the assessment Similarly some assessments target specific skills some are instruments for broader screening and some can be used for both types of assessment Spanish assessments are provided for the early grades where many students may still be in bilingual programs or may be receiving Spanish primary language instruction before transitioning to English programs Profile Forms and Class Records found in the Appendix provide an easy way for teachers to summarize assessment results Appended are 1 core Reading Assessment Profile Forms 2 core Reading Assessment Class Records 3 Performance Criteria for Fluency and Fluency Scores a Discussion 4 Assessment Driven Instruction a Systems Approach and 5 Resources for Assessing Reading Contributing authors include Orna Lenchner Michael Milone and Jacalyn Mahler *Evidence-based Reading Practices for Response to Intervention* Diane Haager, Janette K. Klingner, Sharon Vaughn, 2007 A look at the research about the Three Tier Approach a core reading program supplementary instruction and intensive intervention *Resources in Education*, 1996 **The Folding-in Technique** Alicia J. Serdula, 2008 **The ABCs of CBM, First Edition** Michelle K. Hosp, John L. Hosp, Kenneth W. Howell, 2012-09-26 This pragmatic accessible book presents an empirically supported conceptual framework and hands on instructions for conducting curriculum based measurement CBM in grades K 8 The authors provide the tools needed to assess student learning in reading spelling writing and math and to graph the resulting data The role of CBM in systematic instructional problem solving is explained Every chapter includes helpful answers to frequently asked questions and the appendices contain over 20 reproducible administration and scoring guides forms and planning checklists The large size format and lay flat binding facilitate photocopying and day to day use See also *The ABCs of Curriculum Based Evaluation A Practical Guide to Effective Decision Making* by John L. Hosp, Michelle K. Hosp, Kenneth W. Howell and Randy Allison which presents a broader problem solving model that utilizes CBM The ... Yearbook of the National Reading Conference National Reading Conference (U.S.). Meeting, 1982 **What Good and Struggling 5th Grade Readers Do when Reading Expository Text for a Specific Purpose** Janet Sue Tilstra, 2007 **Reading Research Quarterly**, 1978 Reading-skill Development and Instructional Practices Facilitating Reading Growth for Students with and Without Learning Disabilities Jongho Shin, 1999 How to Increase Reading Ability Albert Josiah Harris, Edward R. Sipay, 1985 **The Effects of Reading and Computational Mathematic Skills on Applied Mathematic Performance** Kristy Jo Anne Rutherford, 2005 **Case Study No. 1[-** Judge Baker Guidance Center, 1922 **Case Study** Judge Baker Foundation, Boston, 1922 *The Software Encyclopedia 2001*, 2001 **The Administration and Supervision of Reading Programs** Shelley B. Wepner, Dorothy S. Strickland, 2008 Now in its Fourth Edition this popular textbook is still the most comprehensive resource on the oversight of literacy programs PreK 12 With chapters written by experts with years of experience in schools this new edition has been completely

updated to incorporate current views about the literacy field in relation to governmental changes and regulations such as the No Child Left Behind Act Offering specific guidelines that literacy leaders can use to improve their programs the text covers selecting materials assessing the quality of teachers providing staff development working with different types of learners and incorporating writing and technology

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