



ELA GRADE 7

SPRING BREAK LEARNING

MARCH 10-14

2025

**The Office of
Literacy**

MEMPHIS-SHELBY COUNTY SCHOOLS OFFERS EDUCATIONAL AND EMPLOYMENT OPPORTUNITIES WITHOUT REGARD TO RACE, COLOR, RELIGION, SEX, CREED, AGE, DISABILITY, NATIONAL ORIGIN, OR GENETIC INFORMATION.

Spring Break Learning Guide



STUDENT RESOURCES

The materials contained in this packet provide students with additional practice reading, speaking, listening, and writing about text. Students can return the completed packet to their teacher for review.



MyPerspectives


Texts and Tasks

Facing Adversity

Sometimes life can feel like an obstacle course, but if we try hard enough we can usually make it over the hurdles.



Exclusive: Bethany Hamilton

 **Discuss It** Are there any obstacles that are too difficult to overcome?

Write your response before sharing your ideas.



2023 Spring Break Academy 7th Grade Standards and Academic Vocabulary

Reading Standards: The Circuit by Francisco Jiménez

- **7.RL.KID.1** Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence.
- **7.RL.KID.2** Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.
- **7.RL.KID.3** Analyze how specific elements of a story or drama interact with an affect each other.
- **7.RL.CS.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts, repetition of words and phrases, and analogies.
- **7.RL.CS.6** Analyze how an author establishes, conveys, and contrasts the points of view of different characters or narrators in a text.

Literary Elements (Academic Vocabulary): *The Circuit* by Francisco Jiménez

Character: a personality in a literary work

Inference: a logical assumption based on observed facts from the text and one's own prior knowledge and/or experience

Narrator: the individual who relates or tells the story

Structure: the arrangement of and relationship between the parts or elements

Dialogue: conversations between two or more persons/characters

Plot: the sequence of events in a story

Exposition: provides important background information and introduces the setting, characters, and conflict (in some cases)

Rising action: the action that leads to the climax used to build suspense

Climax: the highest point of tension/interest in the plot

Falling action: the part of the story after the climax, when the excitement grows less

Resolution: the part of the story where the writer explains many details readers might still be curious about

Setting: where the story takes place

External conflict: the struggle between a character and an outside force, such as another character, a natural disaster, etc.

internal conflict: a character's struggle with his or her own feelings or beliefs

Point of View (literary): the narrator's position in relation to the story being told

Theme: unifying or dominant idea

Figurative language: language that contains or uses figures of speech (e.g., simile, metaphor, personification, imagery, alliteration, onomatopoeia, hyperbole, idioms)

Connotative: refers to the emotions (positive or negative) that are associated with words

Tone: the author's, character's, or narrator's attitude toward a subject



About the Author



Francisco Jiménez

(b. 1943) was born in Mexico and came to the United States with his family when he was four years old. The family settled in California and became migrant workers. Although he could not go to school before the harvest ended, Jiménez studied in the fields. His hard work paid off as he went on to become an outstanding teacher and award-winning writer.

Tool Kit

First-Read Guide and Model Annotation

The Circuit

Concept Vocabulary

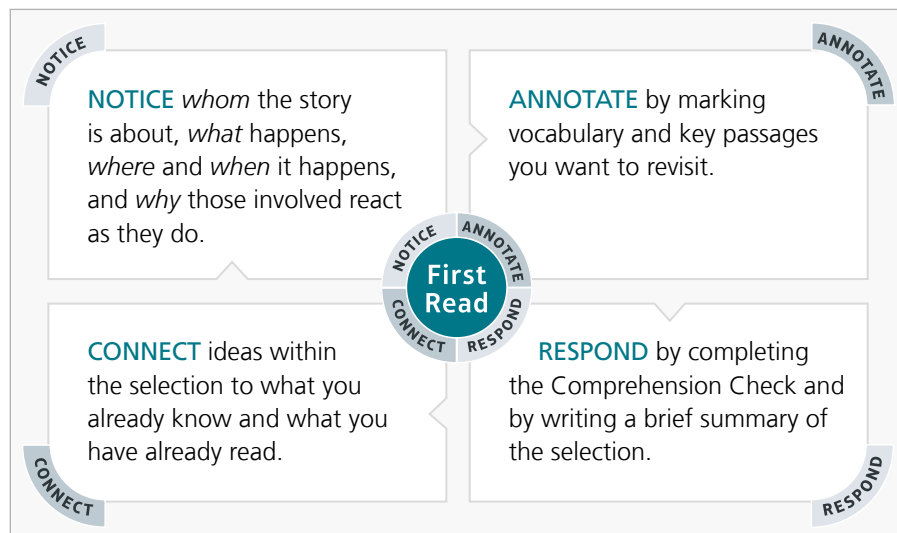
You will encounter the following words as you read “The Circuit.” Before reading, note how familiar you are with each word. Then, rank the words in order from most familiar (1) to least familiar (6).

WORD	YOUR RANKING
thoroughly	
wearily	
instinctively	
enthusiastically	
hesitantly	
understandingly	

After completing your first read, come back to the concept vocabulary and review your rankings. Mark any changes to your original rankings.

First Read FICTION

Apply these strategies as you conduct your first read. You will have an opportunity to complete the close-read notes after your first read.



STANDARDS

Reading Literature

7.RL.RRTC.10 Read and comprehend a variety of literature throughout the grades 6–8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.

The Circuit

Francisco Jiménez

BACKGROUND

This selection is from *The Circuit: Stories from the Life of a Migrant Child*, a collection of autobiographical short stories by Francisco Jiménez. In this story, the narrator, Panchito, tells of his difficult early years as part of a family of migrant farm workers. To him, life consisted of constant moving and work, with school wedged in around harvesting jobs. The “circuit” in the title refers to the path migrant workers take every year to find jobs.

- 1 **I**t was that time of year again. Ito, the strawberry sharecropper,¹ did not smile. It was natural. The peak of the strawberry season was over and the last few days the workers, most of them *braceros*,² were not picking as many boxes as they had during the months of June and July.
- 2 As the last days of August disappeared, so did the number of *braceros*. Sunday, only one—the best picker—came to work. I liked him. Sometimes we talked during our half-hour lunch break. That is how I found out he was from Jalisco, the same state in Mexico my family was from. That Sunday was the last time I saw him.
- 3 When the sun had tired and sunk behind the mountains, Ito signaled us that it was time to go home. “*Ya esora*,”³ he yelled in his broken Spanish. Those were the words I waited for twelve hours a day, every day, seven days a week, week after week. And the thought of not hearing them again saddened me.

1. **sharecropper** (SHAIR krop uhr) *n.* one who works for a share of a crop; tenant farmer.

2. **braceros** (bruh SAIR ohs) *n.* migrant Mexican farm laborers who harvest crops.

3. **Ya esora** (yah ehs AW rah) Spanish for “It’s time.” (*Ya es hora.*)

NOTES

- 4 As we drove home Papá did not say a word. With both hands on the wheel, he stared at the dirt road. My older brother, Roberto, was also silent. He leaned his head back and closed his eyes. Once in a while he cleared from his throat the dust that blew in from outside.
- 5 Yes, it was that time of year. When I opened the front door to the shack, I stopped. Everything we owned was neatly packed in cardboard boxes. Suddenly I felt even more the weight of hours, days, weeks, and months of work. I sat down on a box. The thought of having to move to Fresno⁴ and knowing what was in store for me there brought tears to my eyes.
- 6 That night I could not sleep. I lay in bed thinking about how much I hated this move.
- 7 A little before five o'clock in the morning, Papá woke everyone up. A few minutes later, the yelling and screaming of my little brothers and sisters, for whom the move was a great adventure, broke the silence of dawn. Shortly, the barking of the dogs accompanied them.
- 8 While we packed the breakfast dishes, Papá went outside to start the "Carcanchita."⁵ That was the name Papá gave his old '38 black Plymouth. He bought it in a used-car lot in Santa Rosa in the Winter of 1949. Papá was very proud of his little jalopy. He had a right to be proud of it. He spent a lot of time looking at other cars before buying this one. When he finally chose the Carcanchita, he checked it **thoroughly** before driving it out of the car lot. He examined every inch of the car. He listened to the motor, tilting his head from side to side like a parrot, trying to detect any noises that spelled car trouble. After being satisfied with the looks and sounds of the car, Papá then insisted on knowing who the original owner was. He never did find out from the car salesman, but he bought the car anyway. Papá figured the original owner must have been an important man because behind the rear seat of the car he found a blue necktie.
- 9 Papá parked the car out in front and left the motor running. "Listo,"⁶ he yelled. Without saying a word Roberto and I began to carry the boxes out to the car. Roberto carried the two big boxes and I carried the two smaller ones. Papá then threw the mattress on top of the car roof and tied it with ropes to the front and rear bumpers.
- 10 Everything was packed except Mamá's pot. It was an old large galvanized⁷ pot she had picked up at an army surplus store in Santa Maria. The pot had many dents and nicks, and the

thoroughly (THUR oh lee)
adv. completely; entirely

4. **Fresno** (FREHZ noh) *n.* city in central California.

5. **Carcanchita** (kahr kahn CHEE tah) affectionate name for the car.

6. **Listo** (LEES toh) Spanish for "Ready."

7. **galvanized** (GAL vuh nyzd) *adj.* coated with zinc to prevent rusting.

more dents and nicks it acquired the more Mamá liked it. “*Mi olla*,”⁸ she used to say proudly.

11 I held the front door open as Mamá carefully carried out her pot by both handles, making sure not to spill the cooked beans. When she got to the car, Papá reached out to help her with it. Roberto opened the rear car door and Papá gently placed it on the floor behind the front seat. All of us then climbed in. Papá sighed, wiped the sweat from his forehead with his sleeve, and said **wearily**: “*Es todo*.”⁹

12 As we drove away, I felt a lump in my throat. I turned around and looked at our little shack for the last time.

13 At sunset we drove into a labor camp near Fresno. Since Papá did not speak English, Mamá asked the camp foreman if he needed any more workers. “We don’t need no more,” said the foreman, scratching his head. “Check with Sullivan down the road. Can’t miss him. He lives in a big white house with a fence around it.”

14 When we got there, Mamá walked up to the house. She went through a white gate, past a row of rose bushes, up the stairs to the front door. She rang the doorbell. The porch light went on and a tall husky man came out. They exchanged a few words. After the man went in, Mamá clasped her hands and hurried back to the car. “We have work! Mr. Sullivan said we can stay there the whole season,” she said, gasping and pointing to an old garage near the stables.

15 The garage was worn out by the years. It had no windows. The walls, eaten by termites, strained to support the roof full of holes. The dirt floor, populated by earth worms, looked like a gray road map.

16 That night, by the light of a kerosene lamp, we unpacked and cleaned our new home. Roberto swept away the loose dirt, leaving the hard ground. Papá plugged the holes in the walls with old newspapers and tin can tops. Mamá fed my little brothers and sisters. Papá and Roberto then brought in the mattress and placed it on the far corner of the garage. “Mamá, you and the little ones sleep on the mattress. Roberto, Panchito, and I will sleep outside under the trees,” Papá said.

17 Early next morning Mr. Sullivan showed us where his crop was, and after breakfast, Papá, Roberto, and I headed for the vineyard to pick.

18 Around nine o’clock the temperature had risen to almost one hundred degrees. I was completely soaked in sweat and my mouth felt as if I had been chewing on a handkerchief. I walked over to the end of the row, picked up the jug of water we had

8. **Mi olla** (mee OH yah) Spanish for “My pot.”

9. **Es todo** (ehs TOH thoh) Spanish for “That’s everything.”

NOTES

wearily (WIHR uh lee) *adv.* in a tired manner

CLOSE READ

ANNOTATE: Mark the words and phrases in paragraph 15 that describe the garage.

QUESTION: What effect do these words create?

CONCLUDE: What can you conclude about the lives of migrant workers from this passage?

instinctively (ihn STIHNGK tihv lee) *adv.* done automatically, without thinking

CLOSE READ

ANNOTATE: Mark the verbs in paragraph 20 that describe the actions of the sun, mountains and valley, and vines.

QUESTION: Why has the author chosen verbs that make nonhuman things seem human?

CONCLUDE: Would the text be as effective if the author had made different choices?

brought, and began drinking. “Don’t drink too much; you’ll get sick,” Roberto shouted. No sooner had he said that than I felt sick to my stomach. I dropped to my knees and let the jug roll off my hands. I remained motionless with my eyes glued on the hot sandy ground. All I could hear was the drone of insects. Slowly I began to recover. I poured water over my face and neck and watched the dirty water run down my arms to the ground.

- 19 I still felt dizzy when we took a break to eat lunch. It was past two o’clock and we sat underneath a large walnut tree that was on the side of the road. While we ate, Papá jotted down the number of boxes we had picked. Roberto drew designs on the ground with a stick. Suddenly I noticed Papá’s face turn pale as he looked down the road. “Here comes the school bus,” he whispered loudly in alarm. **Instinctively**, Roberto and I ran and hid in the vineyards. We did not want to get in trouble for not going to school. The neatly dressed boys about my age got off. They carried books under their arms. After they crossed the street, the bus drove away. Roberto and I came out from hiding and joined Papá. “*Tienen que tener cuidado*,”¹⁰ he warned us.
- 20 After lunch we went back to work. The sun kept beating down. The buzzing insects, the wet sweat, and the hot dry dust made the afternoon seem to last forever. Finally the mountains around the valley reached out and swallowed the sun. Within an hour it was too dark to continue picking. The vines blanketed the grapes, making it difficult to see the bunches. “*Vamonos*,”¹¹ said Papá, signaling to us that it was time to quit work. Papá then took out a pencil and began to figure out how much we had earned our first day. He wrote down numbers, crossed some out, wrote down some more. “*Quince*,”¹² he murmured.
- 21 When we arrived home, we took a cold shower underneath a water hose. We then sat down to eat dinner around some wooden crates that served as a table. Mamá had cooked a special meal for us. We had rice and tortillas with “*carne con chile*,”¹³ my favorite dish.
- 22 The next morning I could hardly move. My body ached all over. I felt little control over my arms and legs. This feeling went on every morning for days until my muscles finally got used to the work.
- 23 It was Monday, the first week of November. The grape season was over and I could now go to school. I woke up early that morning and lay in bed, looking at the stars and savoring the

10. ***Tienen que tener cuidado*** (tee EHN ehn kay tehn EHR kwee THAH thoh) Spanish for “You have to be careful.”

11. ***Vámonos*** (VAH moh nohs) Spanish for “Let’s go.”

12. ***Quince*** (KEEN say) Spanish for “Fifteen.”

13. ***carne con chile*** (KAHR nay kuhn CHIHL ay) dish of ground meat, hot peppers, beans, and tomatoes.

thought of not going to work and of starting sixth grade for the first time that year. Since I could not sleep, I decided to get up and join Papá and Roberto at breakfast. I sat at the table across from Roberto, but I kept my head down. I did not want to look up and face him. I knew he was sad. He was not going to school today. He was not going tomorrow, or next week, or next month. He would not go until the cotton season was over, and that was sometime in February. I rubbed my hands together and watched the dry, acid stained skin fall to the floor in little rolls.

24 When Papá and Roberto left for work, I felt relief. I walked to the top of a small grade next to the shack and watched the Carcanchita disappear in the distance in a cloud of dust. Two hours later, around eight o'clock, I stood by the side of the road waiting for school bus number twenty. When it arrived I climbed in. Everyone was busy either talking or yelling. I sat in an empty seat in the back.

25 When the bus stopped in front of the school, I felt very nervous. I looked out the bus window and saw boys and girls carrying books under their arms. I put my hands in my pant pockets and walked to the principal's office. When I entered I heard a woman's voice say: "May I help you?" I was startled. I had not heard English for months. For a few seconds I remained speechless. I looked at the lady who waited for an answer. My first instinct was to answer her in Spanish, but I held back. Finally, after struggling for English words, I managed to tell her that I wanted to enroll in the sixth grade. After answering many questions, I was led to the classroom.

26 Mr. Lema, the sixth grade teacher, greeted me and assigned me a desk. He then introduced me to the class. I was so nervous and scared at that moment when everyone's eyes were on me that I wished I were with Papá and Roberto picking cotton. After taking roll, Mr. Lema gave the class the assignment for the first hour. "The first thing we have to do this morning is finish reading the story we began yesterday," he said **enthusiastically**. He walked up to me, handed me an English book, and asked me to read. "We are on page 125," he said politely. When I heard this, I felt my blood rush to my head; I felt dizzy. "Would you like to read?" he asked **hesitantly**. I opened the book to page 125. My mouth was dry. My eyes began to water. I could not begin. "You can read later," Mr. Lema said **understandingly**.

27 For the rest of the reading period I kept getting angrier and angrier at myself. I should have read, I thought to myself.

"Finally, after struggling for English words, I managed to tell her that I wanted to enroll in the sixth grade."

enthusiastically (ehn thoo zee AS tihk lee) *adv.* with eager interest

hesitantly (HEHZ uh tuht lee) *adv.* in an unsure or cautious way


understandingly (uhn duhr STAN dihng lee) *adv.* in a knowing way; kindly

- 28 During recess I went into the rest room and opened my English book to page 125. I began to read in a low voice, pretending I was in class. There were many words I did not know. I closed the book and headed back to the classroom.
- 29 Mr. Lema was sitting at his desk correcting papers. When I entered he looked up at me and smiled. I felt better. I walked up to him and asked if he could help me with the new words. “Gladly,” he said.
- 30 The rest of the month I spent my lunch hours working on English with Mr. Lema, my best friend at school.
- 31 One Friday during lunch hour Mr. Lema asked me to take a walk with him to the music room. “Do you like music?” he asked me as we entered the building. “Yes, I like *corridos*,”¹⁴ I answered. He then picked up a trumpet, blew on it, and handed it to me. The sound gave me goose bumps. I knew that sound. I had heard it in many corridos. “How would you like to learn how to play it?” he asked. He must have read my face because before I could answer, he added: “I’ll teach you how to play it during our lunch hours.”
- 32 That day I could hardly wait to tell Papá and Mamá the great news. As I got off the bus, my little brothers and sisters ran up to meet me. They were yelling and screaming. I thought they were happy to see me, but when I opened the door to our shack, I saw that everything we owned was neatly packed in cardboard boxes. 🐼

14. *corridos* (koh REE thohs) *n.* ballads.

Comprehension Check

Complete the following items after you finish your first read.

1. What kind of work does Panchito's family do?
2. Why does the family move at the beginning of the story?
3. Why does Papá warn his sons that the school bus is coming when they are picking grapes?
4. Who befriends Panchito at school?
5.  **Notebook** Write a brief summary of "The Circuit" to confirm your understanding of the story.

RESEARCH

Research to Clarify Choose at least one unfamiliar detail from the text. Briefly research that detail. In what way does the information you learned shed light on an aspect of the story?

Name:	Date:
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CONCEPT VOCABULARY AND WORD STUDY

The Circuit

Francisco Jiménez

WORD LIST

thoroughly	wearily	instinctively	enthusiastically	hesitantly	understandingly
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A. DIRECTIONS: In each of the following items, think about the meaning of the italicized word or phrase, and then answer the question.

1. The detectives *thoroughly* searched the room for clues but came up empty-handed. Would you say that the detectives looked long and hard for clues? Why or why not? Explain your answer. _____
2. Nelson walked *wearily* back to the house, having worked all day in his garden. True or false: Nelson walked with a spring in his step. Explain your answer. _____
3. Tasha had no children but somehow *instinctively* knew what to do to soothe the crying baby. Would you say that Tasha had a natural insight about how to comfort the child? Explain. _____
4. Hearing the question, Fatima raised her hand *enthusiastically*. True or false: Fatima was eager to answer the question. Explain. _____
5. Not knowing what awaited her, Kiki turned the handle and, very *hesitantly*, opened the door. Was Kiki confident about opening the door? Explain. _____
6. Taj nodded *understandingly* during Cal's complaint. Would you say that Taj sympathized with Cal? Explain. _____

B. WORD STUDY: The **Old English suffix -ly** means "having qualities of; like." When added to adjectives, it creates an adverb. For example, the adjective *sincere* becomes *sincerely* and means "the quality of being sincere." The four words below contain the suffix *-ly*. Use each word correctly in a sentence. Use a thesaurus or dictionary if necessary.

1. reliably _____
2. uniformly _____
3. civilly _____
4. eloquently _____



THE CIRCUIT

Close Read the Text

1. This model, from paragraph 3, shows two sample annotations, along with questions and conclusions. Close read the passage, and find another detail to annotate. Then, write a question and your conclusion.

ANNOTATE: The author describes the sun as being “tired.”

QUESTION: Why did the author choose to describe the sun in this way?

CONCLUDE: The author personifies the sun as “tired” to suggest the fatigue of the workers.

ANNOTATE:
This sentence has a repetitive structure.

QUESTION: What effect is created by the repetition?

CONCLUDE:
The structure of this sentence mirrors the long, repetitive working days in the fields.

When the sun had tired and sunk behind the mountains, Ito signaled us that it was time to go home. “Ya esora,” he yelled in his broken Spanish. Those were the words I waited for twelve hours a day, every day, seven days a week, week after week. And the thought of not hearing them again saddened me.

Tool Kit

Close-Read Guide and Model Annotation

STANDARDS

Reading Literature

7.RL.KID.1 Analyze what a text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions.

7.RL.KID.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.

7.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts and repetition of words and phrases.

2. For more practice, go back into the text and complete the close-read notes.
3. Revisit a section of the text you found important during your first read. Read this section closely and **annotate** what you notice. Ask yourself **questions** such as “Why did the author make this choice?” What can you **conclude**?

Analyze the Text

CITE TEXTUAL EVIDENCE to support your answers.

Notebook Respond to these questions.

1. (a) **Interpret** How does Panchito feel as his family drives away from the “little shack”? (b) **Make Inferences** What does this detail suggest about him?
2. (a) What is the best thing that happens to Panchito on the last day of school? (b) **Make Inferences** What is the worst thing?
3. **Draw Conclusions** How does Panchito most likely feel when he sees the packed boxes at the end of the story? Why?
4. **Essential Question** *How do we overcome obstacles?* What have you learned about facing adversity by reading this selection?

Analyze Craft and Structure

Theme The **theme**, or central idea of a story, is an insight about life that the story conveys. Although the themes of a work are sometimes directly stated, more often they are hinted at or suggested.


- **Stated themes** are expressed directly within a text. Classic fables, like *The Fox and the Grapes*, have stated themes provided at the story’s end.
- **Implied themes** are suggested by the author by story details and are not directly expressed. Most narratives, like “The Circuit,” have implied themes. It’s important to note that there is no single “correct” theme for a work: You must infer, or make educated guesses, about themes based on story clues.

To infer a theme—

- Identify the main conflict of the story and its outcome.
- Examine characters’ responses to conflicts, and identify any lessons learned.
- Look for repeated ideas expressed by story characters.
- Analyze the story’s title to see if it hints at or reveals an important aspect of the story.

Practice

CITE TEXTUAL EVIDENCE
to support your answers.

 **Notebook** Complete the activity, and then respond to the questions.

1. To begin inferring theme, complete this chart with clues from the text. Then, in the final row of the chart, write your ideas about theme, based on your analysis of the clues you gathered.

MAIN CONFLICT	CHARACTERS’ RESPONSES	REPEATED IDEAS	STORY’S TITLE
Theme(s)			

2. (a) Why do you think Francisco Jiménez titled this story “The Circuit”? (b) What clues to theme might the title reveal?
3. If you were to adapt this story and provide a stated theme, what would be the theme, how would it be revealed, and by whom?



THE CIRCUIT


Concept Vocabulary

thoroughly**instinctively****hesitantly****wearily****enthusiastically****understandingly**

Why These Words? The concept vocabulary words from the text describe ways in which characters act or respond. For example, after Papá works hard to load the car, he wipes his forehead *wearily*; when the narrator and his brother are told the school bus is coming, they run away *instinctively* (done automatically without thinking).

1. How does the concept vocabulary sharpen the reader's understanding of characters in "The Circuit"?
2. What other words in the selection are used to describe feelings or actions?

Practice

 **Notebook** The concept vocabulary words appear in "The Circuit." Respond to these questions, based on your knowledge of each word.

1. What is a task that should be done *thoroughly*?
2. When might someone behave *wearily*?
3. How might someone *instinctively* react to danger?
4. How might people behave if they were responding *enthusiastically*?
5. How might someone sound when asking a question *hesitantly*?
6. What might someone do when listening to a friend *understandingly*?

Word Study

Old English Suffix: -ly When added to the ends of adjectives, the Old English suffix *-ly* creates an adverb that describes how something was done. For example, when *-ly* is added to the adjective *thorough*, it creates an adverb, *thoroughly*, which means "in a thorough way or manner."

1. Write your own sentence that correctly uses the word *instinctively*.
2. Think of three other words that contain the suffix *-ly*. Record a definition and write a context sentence for each word.

WORD NETWORK

Add interesting words from the text about facing adversity to your Word Network.

STANDARDS

Language

7.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 7th grade-level text by choosing flexibly from a range of strategies.

- a. Use context as a clue to the meaning of a word or a phrase.
- b. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.

Conventions

Commas Commas are essential tools for writers. **Commas (,)** signal a brief pause; they enable readers to absorb information in meaningful, accurate chunks.

Use the chart to review the functions of commas.

USING COMMAS	EXAMPLE
Use a comma before a conjunction that joins independent clauses—groups of words that can stand on their own in sentences.	<i>Julia started laughing, and she could not stop.</i>
Use a comma after an introductory word, phrase, or clause.	<i>If it rains, will you still be able to start the project?</i>
Use commas to separate three or more words, phrases, or clauses in a series.	<i>The salad consisted of lettuce, carrots, cucumber, and olives.</i>
Use a comma to separate coordinate adjectives. These are consecutive adjectives that modify the same noun and whose order can be reversed. Coordinate adjectives can be linked together smoothly with the word <i>and</i> .	<p><i>John wrote a funny, insightful play.</i></p> <p><i>John wrote an insightful, funny play.</i></p> <p><i>[John wrote a funny and insightful play.]</i></p>

Read It

- Reread these sentences from “The Circuit.” Identify the function of the comma or commas in each sentence.
 - As the last days of August disappeared, so did the number of braceros.
 - Suddenly I felt even more the weight of hours, days, weeks, and months of work.
 - I sat at the table across from Roberto, but I kept my head down.
 - After the man went in, Mamá clasped her hands and hurried back to the car.

Write It

Notebook

- Write a sentence using two coordinate adjectives to describe a house.
- Write a sentence using three coordinate adjectives to describe a person.
- Write a sentence correctly using commas to separate three or more words in a series.
- Write a compound sentence correctly using a comma to separate independent clauses.

STANDARDS

Language
7.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading or writing, explain the function of commas to separate coordinate adjectives and use them correctly to do so.



THE CIRCUIT

Writing to Sources

Assignment

In “The Circuit,” the narrator’s life follows a pattern as his family moves from workplace to workplace. Write a short **explanation** of additional patterns you find in the story (related to characters’ behavior, actions, seasons, and so on). Conclude your explanation with observations about how these patterns give meaning to the story.

When you write your explanation:

- Analyze evidence from the text to determine the main idea you want to convey.
- Include details from the text to support your ideas.
- Organize your explanation in a clear, logical way.
- Conclude by restating your main idea and providing an additional thought or idea.

Vocabulary and Conventions Connection Think about including several of the concept vocabulary words in your writing. Also, remember to correctly use commas in your sentences.

thoroughly

instinctively

hesitantly

wearily

enthusiastically

understandingly

STANDARDS

Reading Literature

7.RL.KID.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.

Writing

7.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

7.W.RBPK.9 Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 7 standards for reading; assess whether the evidence is relevant and sufficient to support the claims.

Reflect on Your Writing

After you have written your explanation, answer these questions.

1. Was it easy or difficult to identify and analyze patterns in the story? Why?
2. (a) What decisions did you make about organizing your ideas?
(b) What did you end up liking or disliking about those decisions?
3. **Why These Words?** The words you choose make a difference in your writing. Which words did you choose to describe the effect of patterns on the story’s meaning?



Newsela

Reading Comprehension Practice

Many refugee kids around the world do not go to school

By USA Today, adapted by Newsela staff on 10.26.18

Word Count **970**

Level **1020L**



Image 1. Portrait of a young boy through the fence of the football field at Eleonas Refugee Camp in Athens, Greece. Photo by: Pierre Berthuel / Barcroft Media via Getty Images

ATHENS, Greece — Sixteen-year-old Abdul Rashid, a refugee from Afghanistan, has been in Greece for almost three years. Yet he will attend school for the first time in his new country this month.

He says he expects it to be a struggle, especially given the language barrier.

"It's very important to learn the language of the country you're living in," Abdul said in English. "So now I'm learning Greek. But it's very difficult. It's very different from our language."

As parents and kids return to school in Greece, thousands of children who arrived in the Mediterranean country during the refugee emergency that began in 2015 have been staying home. Some are in an apartment, house or in shipping containers in a refugee camp. More than a million refugees fled to Europe from war, terrorism and challenging economic situations in their home countries. Many risked their lives to make it to Europe.

Low Rates Of School Attendance

Now, a report from the UNHCR, the UN refugee agency in charge of protecting refugees, shows children's education as another concern. Four out of 10 children between 5 and 17 weren't enrolled in, or signed up for, school in Greece. Sixteen- and 17-year-olds had the worst rate of going to school, with only four of every 10 enrolled. Only one of 10 children living on the Greek islands was enrolled in school.

Abdul, who speaks Dari and English, and is learning Greek, hadn't gone to school since leaving Afghanistan. When he first arrived in Greece he was trying to reach Germany with his family, where his brother was already living. However, they got stuck in Greece in 2016 when the European Union shut down the travel of migrants.

He spent a year expecting to be reunified with his brother in Germany. However, Germany's reunification program, according to UNHCR information, has been virtually frozen this year.



No Information Is Common Problem

As another year passed, Abdul didn't know he could attend public school in Greece or even how to enroll because nobody provided him with that information.

His problem is common.

Half of the world's refugees are children, according to the United Nations International Children's Emergency Fund (UNICEF). Of those who are school age, more than half aren't in the classroom. That means 4 million children around the world are out of school. Last year, the number of out-of-school refugee children increased by 500,000, according to the latest UNICEF report.

Unique Needs

Germany, Italy and Greece have taken the most refugees arriving in Europe. While Italy is lagging behind in processing the new arrivals or getting children into school, Germany has recognized it's a problem and tried to integrate the kids into the classroom with special help to address their unique needs. It's had mixed success so far.

In Greece, experts are hopeful more children will attend school this year. They said the Greek government's policy is now to integrate and teach these children.

Even so, the Greek Ministry of Education didn't have numbers available on how many refugees enrolled in school this year.

"We're expecting an increase in the teenagers that have enrolled," said Savas Kalokairinos, a social worker for Elix, a Greek non-governmental organization (NGO). Abdul has been taking Greek language courses at Elix. Kalokairinos said both Greece's government and NGOs have tried to help sign up more students.

Elix works with 2,500 refugee children and parents, offering them Greek, English, math and physics courses.

Barriers To Education

There are still plenty of hurdles to refugee children's education, such as teachers who don't know how to teach Greek as a second language. Also, many migrants move from camps to apartments in different cities during the school year. Others find smugglers who help them continue their journey to Western Europe.

Parents often don't know how to help their children's education, either.

"Some 70 percent of the parents have never entered a school in their lives, so it's hard for them to teach their children how to behave in school," said Kalokairinos.

In Eleonas, one of the refugee camps in Athens, Fariba Khodadadi, age 9, switches from English to Greek easily. She sometimes uses both languages in one sentence. Fariba looks forward to starting elementary school this month for a second year in Athens, where her favorite subjects are math and Greek.

Starting this month, International Organization for Migration school buses will arrive at the Eleonas refugee camp. They'll take Fariba and the 133 other kids to nearby schools every day.

Fariba went to school for the first time last year in Greece. She came from Afghanistan, walking to Europe with her family before she was even of school age. "It was cold, and my legs hurt," Fariba said. "I was 5 years old."

She tries to explain how her family left Afghanistan because of violence. She gestures digging, placing something in the area she's dug. Then she shouts "Bam!" and spreads her arms toward the sky to imitate an explosion. Then she goes back to highlighting in green the vowels and in pink the consonants of a page in Greek.

With this type of danger back in Afghanistan, the idea of a new language at school is not something students like Fariba and Abdul deeply fear.

"I'm going to make it," said Abdul, highlighting that someday, he wants to become a journalist. "Here it's good. There's peace. In Afghanistan, we'd know that there was a war going on by looking outside our home before leaving for school. If there was no one on the streets, we wouldn't go to school that day."

Quiz

1 Read the list of sentences from the article.

1. *More than a million refugees fled to Europe from war, terrorism and challenging economic situations in their home countries.*
2. *Four out of 10 children between 5 and 17 weren't enrolled in, or signed up for, school in Greece.*
3. *Last year, the number of out-of-school refugee children increased by 500,000, according to the latest UNICEF report.*
4. *Elix works with 2,500 refugee children and parents, offering them Greek, English, math and physics courses.*

Which two sentences taken together provide the BEST evidence to support the idea that the number of refugee children who are not attending school is growing?

- (A) 1 and 2
- (B) 2 and 3
- (C) 3 and 4
- (D) 1 and 4

2 Read the paragraph from the section "Barriers To Education."

She tries to explain how her family left Afghanistan because of violence. She gestures digging, placing something in the area she's dug. Then she shouts "Bam!" and spreads her arms toward the sky to imitate an explosion. Then she goes back to highlighting in green the vowels and in pink the consonants of a page in Greek.

What conclusion is BEST supported by this paragraph?

- (A) Fariba hopes that she can go back to Afghanistan after learning all she needs to know in Greece.
- (B) Fariba was the one who convinced her family they should leave Afghanistan for Greece.
- (C) Fariba was unaffected by the violence in Afghanistan and does not remember it very well.
- (D) Fariba takes comfort in her Greek lessons after the violence she experienced in Afghanistan.

3 According to the article, why did years pass before Abdul enrolled in school?

- (A) Abdul was waiting to travel to Germany to meet his brother, and then did not know how to sign up for school.
- (B) Abdul was not interested in going to school any longer, and then was afraid to try to learn a new language.
- (C) Abdul was told he would have to go to Germany or Italy to attend school, and did not want to leave his parents.
- (D) Abdul was too old to attend the nearby schools in Greece, and had never attended school in Afghanistan.

4 Why is the Greek government hopeful that more children will enroll in school this year?

- (A) The government has programs to teach refugee children Greek before they enroll in school.
- (B) The government has made it a priority to hire only teachers who teach Greek as a second language.
- (C) The government has created a policy to integrate refugee children and help sign them up for school.
- (D) The government has begun to also encourage parents who have never been to school to enroll.

4

Why is the Greek government hopeful that more children will enroll in school this year?

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- (C) The government has created a policy to integrate refugee children and help sign them up for school.**
- (D) The government has begun to also encourage parents who have never been to school to enroll.

For migrant kids, it takes bravery and hope to reach U.S.

By Luz Lazo, Washington Post on 10.16.19

Word Count **919**

Level **MAX**



Image 1. Wendy, 11, says she likes hamburgers and going to the park to play on the swings. She also cannot wait to see snow. But she said she misses her friends in El Salvador. Photo by: Evelyn Hockstein/The Washington Post

You might have seen the images of thousands of people detained at the United States' southern border in the past few months. Many of them are kids traveling from Central America alone or with family. They want to live in the United States but don't have permission to do so.

Because of a law, some of them have been released and allowed to live with family already in the United States while the government decides whether to let them stay or deport them, which would send them back to their homes.

Americans disagree on how many immigrants, or people who come from other countries, should be allowed to come to the United States and stay. Immigration is a complicated issue. It's about numbers, but it's also about people.

Wendy, an 11-year-old, is one of those people. She came to the United States with her parents and an older sister in May. It took them one month to travel about 1,500 miles from their home in a

small village in El Salvador to the U.S.-Mexican border. They traveled by foot, bus and car, and crossed the Rio Grande — the river that divides Mexico and Texas — on a raft.

"I was afraid I was going to drown," said Wendy, who now lives in Silver Spring, Maryland. The entire trip was long and scary, she said. Wendy and her family spoke with KidsPost on the condition that their last name not be used.



Along the journey, the family split up, and Wendy crossed the border with only her father. They surrendered to U.S. Border Patrol officers and were taken to an immigrant processing center in McAllen, Texas. There, Wendy was taken from her father and placed in a big, windowless room occupied by other immigrant girls and women.

Wendy says she stayed there four days. She had ham and cheese sandwiches and water for dinner. She wasn't able to shower, and one night the room was so crowded that there was no space to lie down to sleep. When she became cold at night, she said, she used aluminum foil as a blanket. During the day, she said, she mostly sat in silence and prayed quietly.

After the fourth day, she said, someone called her name and told her it was time to go.

"I was so happy," she said. "I wanted to see the sunlight."

Wendy was reunited with her father, and their relatives sent money for plane tickets to Washington, D.C., where their family would host them. Her mother and sister joined them in Maryland in early June, after a similar experience at the border. Wendy's family hopes to get a permit to stay in the country. They have to get an attorney and go before a judge. The process can take a long time. Because they are here illegally, they also could be deported.

Wendy's parents say they took the risk to come from so far away because they didn't earn enough money at home to support the family, and they were afraid of gangs that hurt people and steal their money.

Madeline Taylor Diaz, an attorney with Ayuda, an organization in the D.C. area that helps immigrants, says that people such as Wendy and her parents come here for better jobs, education and freedom. And in recent years, many have come fleeing crime, violence and persecution in their home countries.

"It is a crisis," said Taylor Diaz. "A lot of people are coming because they are truly afraid of staying back home."

Officials have been debating what should happen to these families.

President Donald Trump and his supporters don't want undocumented immigrants to cross the border until they have the proper documents. They favor building a wall along the Mexican border to keep out undocumented people.

Trump's administration also announced in late-September a change for those who enter the country illegally. They would be sent back to their countries quickly or sent to Mexico while

waiting for the U.S. government to consider their immigration requests.

Acting secretary of homeland security Kevin McAleenan said this will help address the crisis at the border, where immigration centers have been overcrowded for months. And families that don't qualify to stay in the country can go back home more quickly.

"This is a vital step in restoring the rule of law and integrity to our immigration system," McAleenan said.

In the past 11 months, U.S. authorities arrested almost 1 million immigrants, nearly double the 2018 total, at the southwest border, which stretches almost 2,000 miles from Southern California to the southern tip of Texas at the Gulf of Mexico. More than 70,000 were children traveling alone.

Taylor Diaz and others think that the United States should welcome immigrants.

"Helping immigrants is like helping our neighbors," Taylor Diaz said. "The kids are just like the kids you go to school with. Treating them fairly is part of the American tradition."

Wendy is adjusting to life in the United States. Her parents are trying to enroll her in school. She likes eating hamburgers and going to a park to swing as high as she can. She had never seen trees change colors in autumn before, and she can't wait to see snow. But she still misses her friends and grandparents.

"They also miss me," she said.

Quiz

- 1 Which sentence from the article BEST introduces Wendy's journey to the United States?
- (A) Wendy, an 11-year-old, is one of those people.
 - (B) It took them one month to travel about 1,500 miles from their home in a small village in El Salvador to the U.S.-Mexican border.
 - (C) Along the journey, the family split up, and Wendy crossed the border with only her father.
 - (D) They surrendered to U.S. Border Patrol officers and were taken to an immigrant processing center in McAllen, Texas.
- 2 Which answer choice accurately characterizes Kevin McAleenan's reaction to the Trump administration's September decision?
- (A) He thinks that sending illegal immigrants to Mexico or back to their home countries quickly will help the overcrowding problem at immigration centers.
 - (B) He thinks the U.S. government should wait longer to consider all of the immigration requests of the families who enter the United States illegally from Central America.
 - (C) He thinks that sending illegal immigrants to Mexico or back to their home countries quickly is unlikely to solve the border crisis as effectively as building a wall would.
 - (D) He thinks the U.S. government should welcome those who enter the United States illegally because treating them fairly would restore integrity to the immigration system.
- 3 Which selection from the article BEST supports the conclusion that Wendy is adapting to her life in Maryland?
- (A) "I was afraid I was going to drown," said Wendy, who now lives in Silver Spring, Maryland. The entire trip was long and scary, she said. Wendy and her family spoke with KidsPost on the condition that their last name not be used.
 - (B) Her mother and sister joined them in Maryland in early June, after a similar experience at the border. Wendy's family hopes to get a permit to stay in the country. They have to get an attorney and go before a judge. The process can take a long time.
 - (C) Wendy's parents say they took the risk to come from so far away because they didn't earn enough money at home to support the family, and they were afraid of gangs that hurt people and steal their money.
 - (D) Her parents are trying to enroll her in school. She likes eating hamburgers and going to a park to swing as high as she can. She had never seen trees change colors in autumn before, and she can't wait to see snow. But she still misses her friends and grandparents.
- 4 Where did Wendy and her father go FIRST after reaching the United States? How do you know?
- (A) The Rio Grande River; "They traveled by foot, bus and car, and crossed the Rio Grande — the river that divides Mexico and Texas — on a raft."
 - (B) Silver Spring, Maryland; "'I was afraid I was going to drown,' said Wendy, who now lives in Silver Spring, Maryland."
 - (C) McAllen, Texas; "They surrendered to U.S. Border Patrol officers and were taken to an immigrant processing center in McAllen, Texas."
 - (D) Washington, D.C.; "Wendy was reunited with her father, and their relatives sent money for plane tickets to Washington, D.C., where their family would host them."

Effort to end worker abuse at Mexico's produce farms gets a boost

By Los Angeles Times, adapted by Newsela staff on 02.20.15

Word Count **652**

Level **1050L**



Farmworkers purchase items on credit at a labor camp store on April 2, 2014, near Cruz de Elota, Mexico. Most complain that prices are double the cost of things in a local market. Mexico's largest export farms are replacing them with shops that offer goods at a fair price. Don Bartletti/Los Angeles Times/TNS

A lot of the produce, or fruits and vegetables, sold in the United States comes from farms in Mexico. Over the years, many of those farms have been accused of treating their workers poorly. Just two months ago, a study of farm workers at big Mexican export farms revealed widespread mistreatment.

In recent weeks, however, some of Mexico's largest export farms have acted to improve conditions. They have installed toilets and beds. They have reformed pay methods and have gotten rid of labor camp stores that overcharge workers.

Then last week, the drive to improve conditions for farm laborers received another boost.

Mexico's produce industry announced that it has formed an alliance aimed at improving working conditions. At the same time, Wal-Mart announced its own effort to bring about improvements.

Wal-Mart's involvement is important because it imports more fruits and vegetables from Mexico than any other U.S. company.

Enforcing Worker Standards

The question now is how best to bring about real change.

Wal-Mart and other U.S. companies will probably have to take on a bigger role in enforcing worker standards. Most likely, that will mean spending more money than they have been.

Supermarkets, restaurants and companies like Wal-Mart are "stuck between a rock and a hard place," said Jim Prevor, a produce industry expert. "On the one hand, they really don't want to take on this responsibility. ... It's expensive, and in many cases they don't even have that capability."

On the other hand, more and more of their customers care about the treatment of farm workers and are demanding that "whatever is sold in their stores meets certain standards."

It is unclear how much it will cost to create better living conditions for produce workers.

Some farms would have to upgrade housing and bathrooms. Others would have to outfit their dormitories with beds and better ventilation. Some would have to help pay for new labor camp stores that offer everyday goods cheaply.

Just making sure that workers get paid every week could be difficult and costly.

Some Farms Hide Problems

Wal-Mart has long had teams of inspectors overseeing the farms it buys from. Inspectors visit farms and give talks on how to follow Wal-Mart standards.

However, that system clearly has not been working well enough.

One problem is that the labor camps where farm workers live are often scattered in remote locations. Another is that farm owners are not always truthful about their operations.

"When you go down to these places, you basically see what they choose to show you," said Devon Zagory, a produce industry expert. "You're relying entirely on this company and their openness and transparency to tell you where their worst secrets are." Naturally enough, farms often simply hide problems from inspectors, he said.

Getting A Clearer Picture

Experts say frequent and surprise inspections and interviewing workers are among the best ways to get a clearer picture of labor conditions. However, such an approach takes longer and costs more. For that reason, it may have been avoided by Wal-Mart, which is dedicated to keeping its costs low.

Some Mexican growers who treat their workers well are critical of Wal-Mart. They say the company consistently buys from farms with the lowest prices, regardless of labor conditions.

Thinking only about cost is risky, however. Such an approach may end up damaging a company's reputation. More U.S. customers these days are demanding that food be produced in a fair and just

manner. The extra cost of inspections is less damaging than being linked to labor abuses, said Emily Miggins, a former manager at the supermarket chain Safeway.

Inspections, she said, rarely cost more than \$1,400. "It's a pretty great deal to assure that you don't have child or forced labor taking place behind your product," she said. Companies like Wal-Mart "need to take a little more pride in their product, in their brand, in their labor," she added.

Quiz

- 1 Which paragraphs from the section "Getting A Clearer Picture" explain the danger of poor working conditions for American companies?
- (A) paragraphs 1 and 2
 - (B) paragraphs 1 and 4
 - (C) paragraphs 2 and 3
 - (D) paragraphs 3 and 4

- 2 Which selection helps explain the main idea of the article?
- (A) Wal-Mart and other U.S. companies will probably have to take on a bigger role in enforcing worker standards.
 - (B) "On the one hand, they really don't want to take on this responsibility. ... It's expensive, and in many cases they don't even have that capability."
 - (C) Others would have to outfit their dormitories with beds and better ventilation.
 - (D) Just making sure that workers get paid every week could be difficult and costly.

- 3 Read the sentence from the article.

In recent weeks, however, some of Mexico's largest export farms have acted to improve conditions.

Which sentence helps explain the meaning of "export"?

- (A) A lot of the produce, or fruits and vegetables, sold in the United States comes from farms in Mexico.
- (B) Over the years, many of those farms have been accused of treating their workers poorly.
- (C) Just two months ago, a study of farm workers at big Mexican export farms revealed widespread mistreatment.
- (D) They have reformed pay methods and have gotten rid of labor camp stores that overcharge workers.

- 4 Read the sentence from the article.

One problem is that the labor camps where farm workers live are often scattered in remote locations.

Fill in the blank in the sentence below.

The author is suggesting that

- (A) many of these farms are in poor condition.
- (B) many of these farms don't want to be inspected.
- (C) many of these farms are hard to get to.
- (D) many of these farms are too small to inspect.

How do living and working conditions affect health?

By Public Domain, adapted by Newsela staff on 09.01.20

Word Count **661**

Level **1110L**



Physical factors can play a role in a person's health. Natural environments such as parks and gardens, as well as built environments such as buildings, roads, worksites and schools, can influence a person's health. Photo: Image Source/Getty Images

Health starts in our homes and schools. It also starts in our workplaces, neighborhoods and communities. Staying healthy means eating well, being active, getting our recommended shots and health screenings and seeing a doctor when we're sick.

But our health is determined by a lot more than that. For example, it's determined by our access to social and economic opportunities, as well as the resources and support available in our homes and communities.

Other factors that affect our health include the quality of our schooling, the safety of our workplaces and the cleanliness of our water, food and air. The conditions in which we live help

explain why some Americans are healthier than others and why many Americans are not as healthy as they could be.

Five Factors Influence Our Health

Health is influenced by many factors, which can be organized into five categories, known as the determinants of health: genetics, behavior, environmental and physical influences, medical care and social factors. All five categories are interconnected.

Our genes, which determine the traits we inherit from our parents, can put us at risk for specific diseases or disorders. For example, some families have a history of heart disease. Our behaviors, such as how often we exercise, also influence our health. Environmental and physical conditions also play a role. For example, if we live somewhere with a lot of air pollution, we might have breathing issues. The medical care we receive is important, too. If we're sick, we need to be treated quickly by doctors and nurses.

But social factors, known as social determinants of health, also play a huge role in our health outcomes. These are the conditions in which we are born, live, learn, work, play, grow and age. They impact your health and the quality of your life.

Social Determinants Of Health

Economic and social conditions influence our health. These conditions are shaped by socioeconomic position, which is the amount of money, power and resources that people have. An individual's socioeconomic position can be influenced by their education, occupation or income. For example, a person's education and training can affect whether or not they get a job.

Social determinants also include whether there are available resources to meet a person's daily needs, such as food and housing. Other resources include educational and job opportunities, health care services and transportation.

Public safety is also a social determinant of health. A person's exposure to crime, violence and social disorder, such as the presence of trash and lack of cooperation in a community, is stressful, and stress leads to poorer health outcomes.

Residential segregation (the separation of a social group in a geographic area), concentrated poverty and the stress that comes with these conditions also affect health, as does exposure to discrimination and racism.

Language and literacy, as well as access to television, cell phones, the internet and social media, are all social factors that influence a person's health. What you learn or don't learn about health may affect what you do.

Physical factors also play a role. Natural environments such as parks and gardens, as well as built environments such as buildings, sidewalks, roads, worksites and schools, can influence a person's health. A polluted environment that includes exposure to toxic substances, such as lead in water, or other physical hazards, can have a negative effect on a person's health.

Addressing Health Equity

Addressing social determinants of health is a way of achieving health equity. Health equity is when everyone has the opportunity to attain their full health potential. It also means that a person's income, social position or other socially determined circumstances do not leave them disadvantaged in reaching that goal.

Health equity is also defined as the absence of systematic disparities in health. Systematic disparities exist between and within social groups that have different levels of social advantages or disadvantages. Poverty, unequal access to health care, lack of education and racism are underlying, contributing factors to health inequity.

Quiz

- 1 How does the author communicate the difference between residential segregation and literacy?
- (A) Residential segregation can contribute to a person's overall health while literacy does not.
 - (B) Residential segregation has a negative effect on health while literacy has a positive impact.
 - (C) Residential segregation is an environmental factor on health while literacy is a social factor.
 - (D) Residential segregation has a behavioral impact on health while literacy has an economic impact.

- 2 Which of the following BEST explains how systemic disparities interact with health equity?
- (A) Systemic disparities in health increase at a similar rate with health equity.
 - (B) Systemic disparities in health can be concealed by focusing on health equity.
 - (C) Systemic disparities in health create the opportunity for expanding health equity.
 - (D) Systemic disparities in health prevent health equity from being achieved.

- 3 Read the following paragraph from the article.

Our genes, which determine the traits we inherit from our parents, can put us at risk for specific diseases or disorders. For example, some families have a history of heart disease. Our behaviors, such as how often we exercise, also influence our health. Environmental and physical conditions also play a role. For example, if we live somewhere with a lot of air pollution, we might have breathing issues. The medical care we receive is important, too. If we're sick, we need to be treated quickly by doctors and nurses.

HOW does this paragraph support the author's position?

- (A) It suggests that people must change their behavior to have better health outcomes.
 - (B) It shows that genetic factors are the primary factors that contribute to a person's health.
 - (C) It emphasizes that a variety of factors contribute to a person's overall health.
 - (D) It explains why defining certain determinants of health can be controversial.
- 4 Which answer choice BEST explains why the author wrote this article?
- (A) to describe the role social factors play in a person's health
 - (B) to compare social factors with other determinants of health
 - (C) to persuade readers to fight for changes in health equity
 - (D) to explain how pollution and toxic substances can affect health