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4. What is the main idea of the passage?

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Directions: For questions 1-4, circle the correct answer.

1. What sport did Jackie Robinson play?



baseball



football

2. What did many people not like about Jackie Robinson?



how he played baseball



the color of his skin

3. How did Jackie Robinson feel when people treated him unfairly?



angry



happy

Li Bing knew that the melting snow was the cause of the flooding. But he also knew that he couldn't stop the snow from melting. So he started to think about other ways that he could fix the problem. Then Li Bing had a great idea. He realized that the best way to solve the problem would be to turn it into an opportunity. An opportunity is a chance for something good to happen.

Away from the river there was a flat piece of land that had its own problem. It didn't have any water. It needed water. So Li Bing started thinking about how he could get the extra water that was bad for the people who lived along the Min River to the flat plain of land that needed water to grow plants.

Li Bing got a bunch of workers together and created a levee in the Min River. A levee is a big wall that people build to stop water from coming into one place and make it go to another place.

Li Bing and his workers made the levee out of bamboo and stones. It took him and his men four years to build. When the levee was done the water stopped flooding the homes of the people who lived along the Min River and started going into the land that was flat and needed water. Now the people who lived along the river didn't have to worry about the river flooding and plants began to grow in the flat land.

Grade 8 Unit 6 Reading Comprehension Practice

Question Number	Code	Standard	Student Mastery
1	RI.8.5.	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	_____ / 2 points
	W.8.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
2	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	_____ / 4 points
	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
	W.8.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.	

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Stanford Question Answering Dataset (SQuAD) is a reading comprehension dataset, consisting of questions posed by crowdworkers on a set of Wikipedia articles, where the answer to every question is a segment of text, or span, from the corresponding reading passage, or the question might be unanswerable Individual. 15h agoGoogle's free service instantly translates words, phrases, and web pages between English and over 100 other languages. 15h agojuniper switch access and trunk port configuration11h ago gumawa ng isang plano kung paano mapapaunlad ang sariling hilig brainlyA close reading passage with comprehension and grammar questions, an extension task, a crossword puzzle and a wordsearch about the first American president, George Washington. The NO PREP informational text worksheets are perfect for students in third grade or fourth grade. Students will learn key facts about the first president whilst working. 16h agoThe answer word should be at the beginning of each line followed by a comma, and then followed by the word's clue. For example, the first two lines of your input might look as follows: box, a container often made of cardboard wet, soaked with water. 16h agoScratch is a free programming language and online community where you can create your own interactive stories, games, and animations. 11h ago11h agoHammurabi's code activity answer key . 2. The code of hammurabi readworks answer key pdf. ... Hammurabi's Code. 4. Readworks november answer key pdf. 5. openwrt nr6400 v5; mpall utility; voron afterburner printed parts; atmos clock parts; supervisor not showing in home assistant; ansible variable file; umarex sai10 mods; erro 2 no such file or. 15h ago2020. 6. 1. · Sacagawea - Comprehension Questions Answer Key 1. What did President Thomas Jefferson ask Lewis and Clark to do? A. negotiate a deal with the French emperor Napoleon B. get to know the Native American tribes C. find a route through the new territory to the Pacific Ocean. 16h agoAnswers — All the Stories and Chapters:Amplify Science Answer Key Grade 4 . 2. and 6. Chapter 4 spielunddominanz.decom Calculus Concepts and Contexts 4th Edition 2010 txtbk readworks answer key the first american mariameucci. - betsson263-registriren.de Votes. 16h agoapplication of complex numbers in computer science11h ago 2000 chevy blazer radiator diagramChoice C is the best answer. The author explains how sociologist Ernest W. Burgess determined that urban areas have a traditional four-zone struc-ture He then states that Burgess was "right about the urban America of 1974" (line 65) as it also followed the traditional four-zone structure: "Virtually every. 15h agoCastles. Castles are cool. Where did they come from? When did people start building them? Why did they stop? Learn the answers to these questions by reading this short nonfiction passage. Then answer multiple-choice questions. Suggested reading level for this text: Grade 9-13. 16h ago Learn why the Common Core is important for your child Explore the Common Core Understand how the Common Core was created With 30,000+ digital and printable resources, kids can learn about any topic they're curious about. Browse the library Lesson Plans Our ready-made lesson plans make it easy for classroom educators and homeschoolers to provide meaningful instruction to students. Worksheets What does your student want to learn? We've got a worksheet for that! Our printables are a fun and easy way to learn about multiplication, sight words, animal life cycles, and much more! Games We've got educational games galore: Sharpen math skills with Addition Pizza Party, learn letters with Alphabet Cloud Catcher, and transform study time into an adventure every day! Activities Get hands-on with learning! Our expert-designed activities bring hundreds of topics to life through science experiments, engaging writing prompts, creative art projects, and more. For English-learners, readers of different ability levels, or students needing extra support: Riddles are one way to practice inferential thinking skills because successful readers make guesses based on what they read and what they already know. The object of this online riddle game is to infer what is being described by the clues you read. See this inference riddle game > BrainPop Jr. offers several activities for teaching inference, and they offer resources for teachers and parents. See inference activities > Math The Math Standards from the National Council of Teachers of Mathematics (NCTM) identify standards for Pre-K-12 students that include developing and evaluating inferences and predictions that are based on data. For young students, the standards specifically state the following: Pre-K-2 Expectations: In pre-K through grade 2, all students should discuss events related to students' experiences as "likely" or "unlikely." Grades 3-5 Expectations: In grades 3-5, all students should propose and justify conclusions and predictions that are based on data and design studies to further investigate the conclusions or predictions. Science Science teachers spend time helping students develop their observation skills. Inferring and observing are closely related, but they are not identical. Observation is what one sees, inference is an assumption of what one has seen. Observation can be said to be a factual description, and inference is an explanation to the collected data. It's not a guess. If an observation can be termed as a close watch of the world around you through the senses, then inference can be termed as an interpretation of facts that has been observed. Teachers can start out providing simple observations: As you're working to develop these skills, encourage your students to incorporate their scientific vocabulary into their statements. "From what I observe on the grass, I infer that..." Learn more about how to use inference, and other science process skills, to help students understand our water resources. More on science process skills > This strategy guide from Seeds of Science introduces an approach for teaching about how scientists use evidence to make inferences. The guide includes an introductory section about how scientists use evidence to make inferences, a general overview of how to use this strategy with many science texts, and a plan for teaching how scientists gather evidence to make inferences. See teaching inference strategy guide > This lesson from ReadWriteThink uses science to engage students in the process of making inferences. First, students work through a series of activities about making inferences. Then they read a booklet of descriptions of a series of mystery objects that are placed under a microscope. Finally, they look through each microscope and use the formula of schema + text clues = inference to make their own inferences about the identity of each mystery object. See science lesson plan > Social Studies In this Teacher Guide from the National Portrait Gallery at the Smithsonian, students use clues in a portrait to infer things about George Washington and his life. They work to identify visual clues the artist used, they compare various portraits of George Washington, and discuss the importance of the different portraits as visual records. See teacher guide > Often, inferring is introduced to students by using familiar symbols, activities, and environments from which they automatically draw inferences or make predictions (an inference about the future). For example, suppose you are about to begin a unit on the Great Depression. You might have students view a picture of the exterior of a mansion and then of a soup line. Then, through questioning, students focus on details, making inferences about the people who live in both places, their socioeconomic status, the kinds of food they eat, the kinds of activities they pursue. Parents can help to build these skills at home. For ideas to share with parents, see our Growing Readers tip sheet, Making Inferences and Drawing Conclusions (in English and Spanish). Learn more about inferring, predicting, and other metacognitive strategies in the article Key Comprehension Strategies to Teach. Learn more about strengthening reading comprehension in our self-paced module Reading 101: Comprehension. Loading... Or sign in using:

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