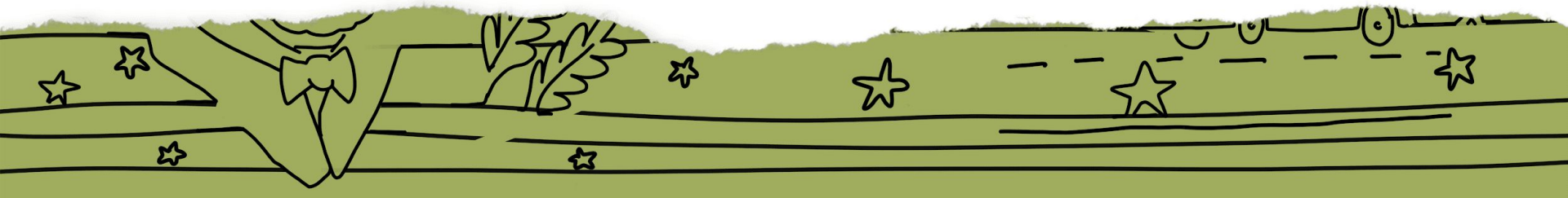


Grade 7: Reading Benchmark

Central Idea

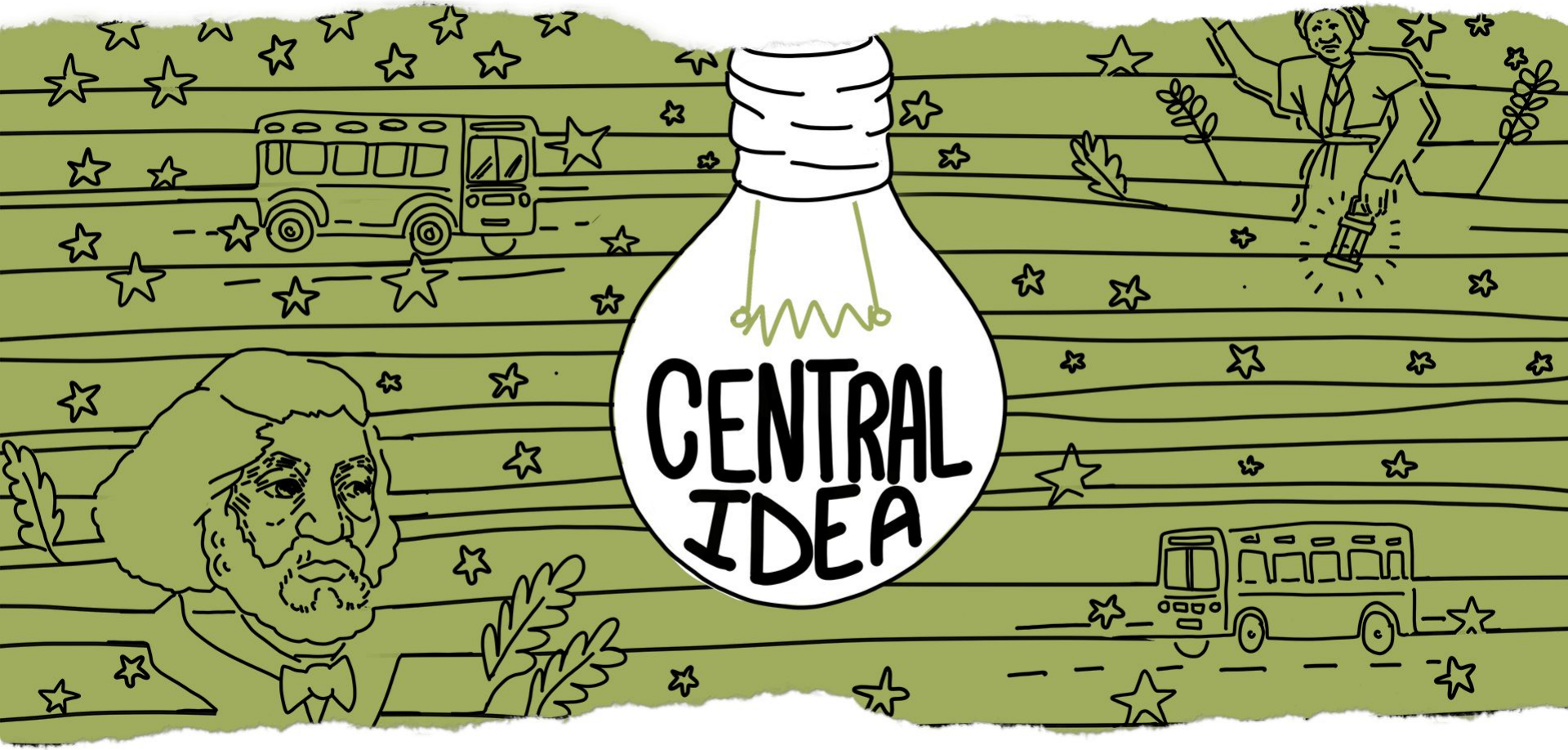
7.R.2.2: Compare two or more central ideas and their development throughout a text.



© 2021 Amplify Education, Inc.

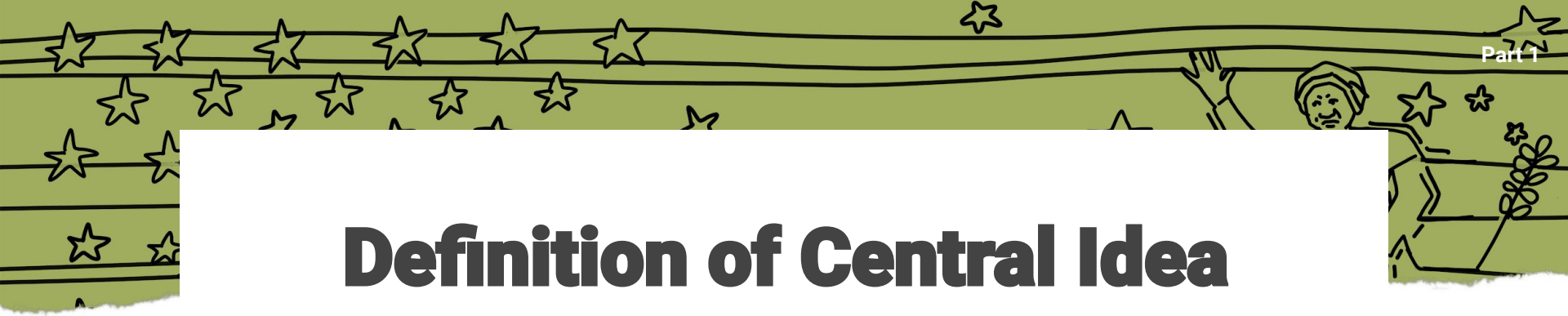
These materials are provided solely for licensed users of Amplify ELA Florida Edition. Any further reproduction or distribution of this document or its contents is prohibited.

Benchmark Introduction



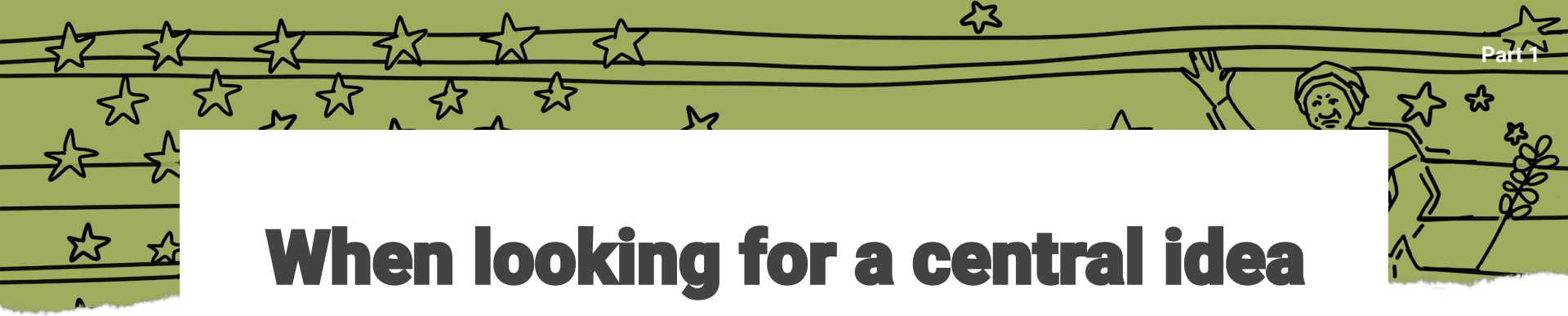
Benchmark:

Compare central ideas and how they develop in a text.



Definition of Central Idea

A **central idea** is the most important idea conveyed about a topic in a text.



When looking for a central idea

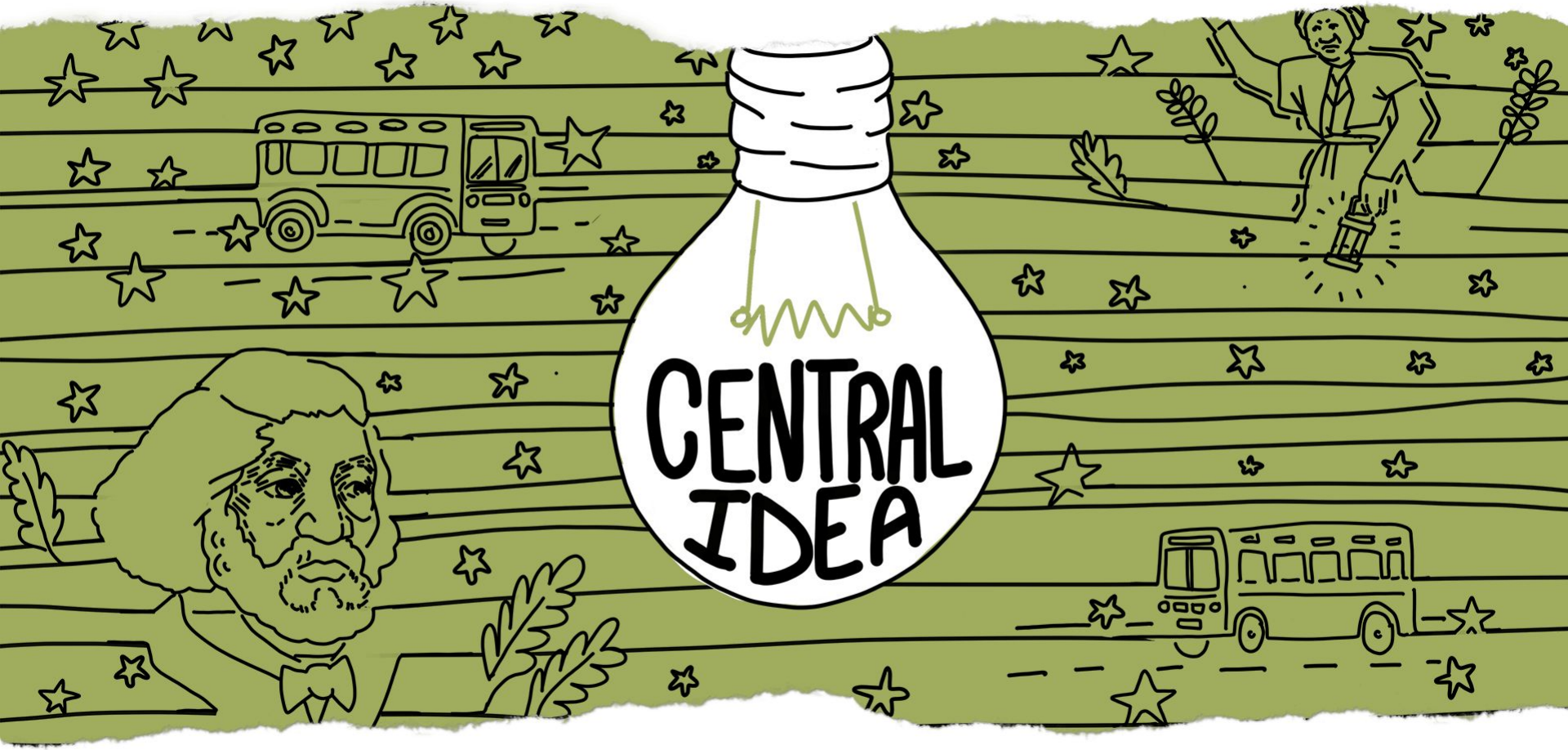
1. There can be a **central idea** for one paragraph or across the text as a whole.
2. A **central idea** can be explicit (clearly expressed) or implied (indirectly expressed).
3. A **central idea** is developed through choice of key details and descriptions.
4. There can be more than one **central idea** in a text.

Examples of comparative central ideas

In *Red Scarf Girl*, Ji-li Jiang explains her early commitment to the leaders and ideals of the cultural revolution. However, she also describes the loving and close relationship she has with her father. The author is working with two central ideas:

- The Communist state had tremendous influence over the thoughts and actions of young Chinese citizens.
- Young people like Ji-li have tremendous respect for and devotion to their families.

Benchmark Skill Routine



How to compare central ideas and their development

Identify the specific topic.

Define the topic of the passage as specifically as possible.

How to compare central ideas and their development

Read closely, highlight, and annotate.

Identify key information such as details, facts, and quotations.

How to compare central ideas and their development

Read closely, highlight, and annotate.

Identify key descriptions of experiences and people. What is the focus of these descriptions?

How to compare central ideas and their development

Ask yourself:

What important ideas about the topic do these observations suggest? Is there more than one central idea?

How to compare central ideas and their development

Think about it:

How are the central ideas compared and contrasted?

How to compare central ideas and their development

The end matters:

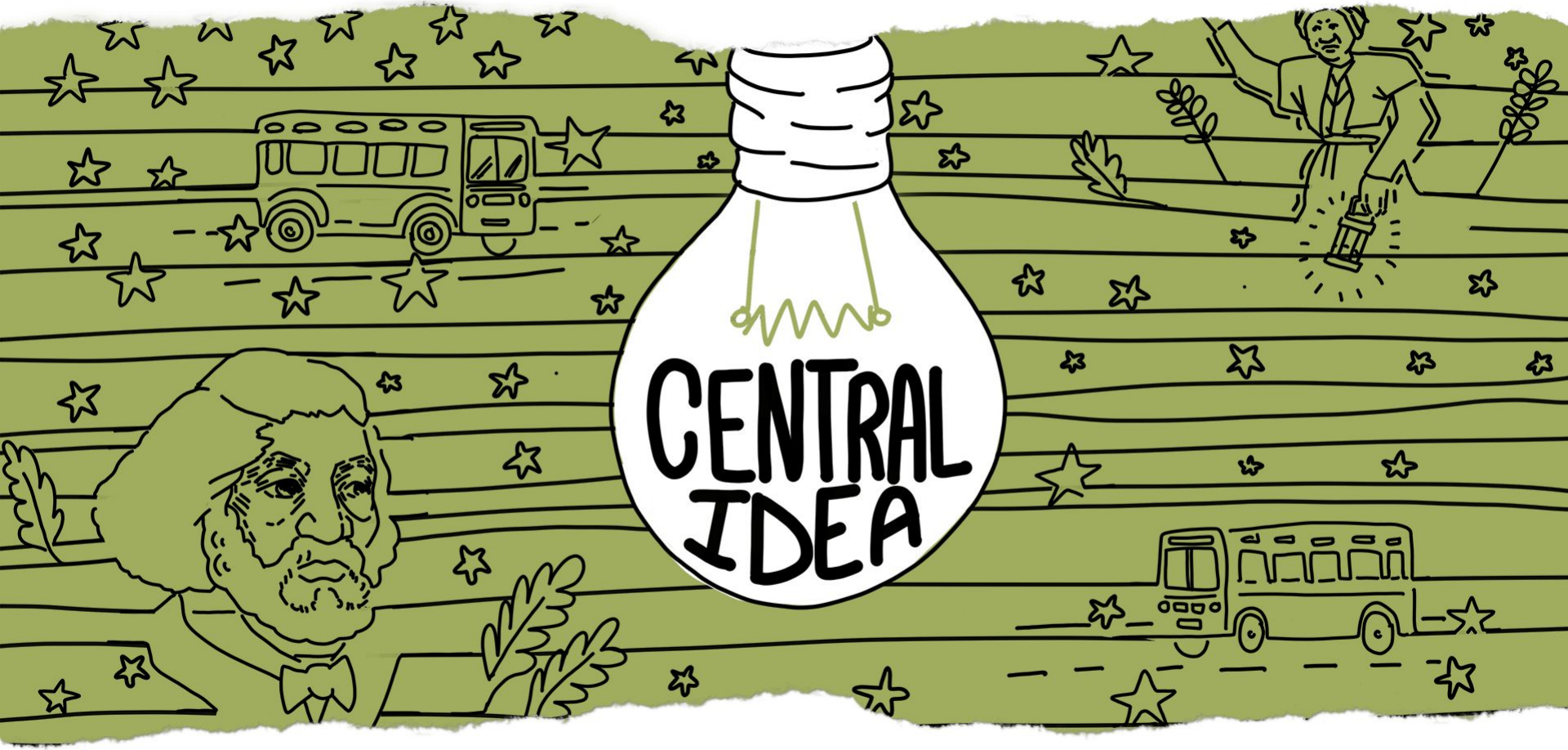
Pay attention to how the text ends.

- How do the central ideas develop and continue to compare and contrast?
- Which central idea or ideas are most supported by the end of the text?

Remember

1. Identify the specific topic.
2. Read closely, highlight, and annotate key information and descriptions of experiences and people.
3. Connect your observations: What central ideas about the topic do they suggest?
4. Consider how the central ideas are compared and contrasted.
5. Pay attention to how the central ideas develop and how the text ends.

Benchmark in Action: Example of how to compare central ideas and their development



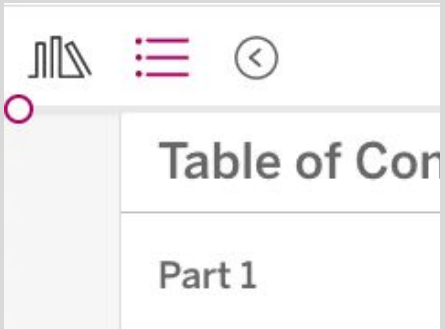
Get ready to read two passages from *Freedom Walkers: The Story of the Montgomery Bus Boycott* by Russell Freedman



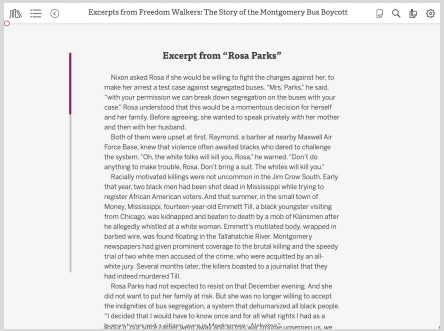
1. Open the Library app.



2. Type “Freedom Walkers” into the search bar. Click on the title of the book to open it.



3. Click on the Table of Contents.



4. Find and go to Excerpt from “Rosa Parks.”

Freedom Walkers: The Story of the Montgomery Bus Boycott

Context for Passage 1

Not long ago, the public bus system in Montgomery, Alabama, followed racist rules. In 1955, a Black woman named Rosa Parks took a seat on a bus in Montgomery. When she refused to give her seat to a white passenger, she sparked the Montgomery Bus Boycott and the start of the civil rights movement.

Read Excerpt from “Rosa Parks” from *Freedom Walkers: The Story of the Montgomery Bus Boycott*.

As you read, look for...

- the specific topic of the text.
- key information and descriptions of experiences or people.
- what central ideas these observations suggest.
- how the central ideas are compared and contrasted.
- how the central ideas develop and how the story ends.

Practice Step 1

Identify the specific topic.

Example:

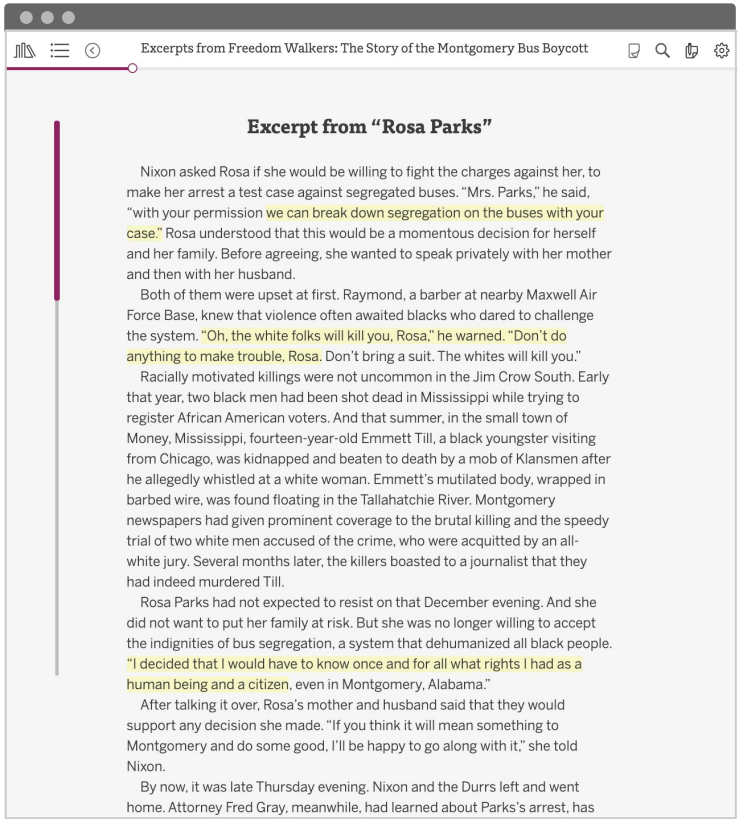
The passage is about how Rosa Parks, local leaders, and then the whole Black community started the Montgomery Bus Boycott.

Practice Step 2

Read closely, highlight, and annotate.

Identify important information and descriptions of experiences and people.

Practice Step 2



Excerpts from Freedom Walkers: The Story of the Montgomery Bus Boycott

Excerpt from "Rosa Parks"

Nixon asked Rosa if she would be willing to fight the charges against her, to make her arrest a test case against segregated buses. "Mrs. Parks," he said, "with your permission we can break down segregation on the buses with your case." Rosa understood that this would be a momentous decision for herself and her family. Before agreeing, she wanted to speak privately with her mother and then with her husband.

Both of them were upset at first. Raymond, a barber at nearby Maxwell Air Force Base, knew that violence often awaited blacks who dared to challenge the system. "Oh, the white folks will kill you, Rosa," he warned. "Don't do anything to make trouble, Rosa. Don't bring a suit. The whites will kill you."

Racially motivated killings were not uncommon in the Jim Crow South. Early that year, two black men had been shot dead in Mississippi while trying to register African American voters. And that summer, in the small town of Money, Mississippi, fourteen-year-old Emmett Till, a black youngster visiting from Chicago, was kidnapped and beaten to death by a mob of Klansmen after he allegedly whistled at a white woman. Emmett's mutilated body, wrapped in barbed wire, was found floating in the Tallahatchie River. Montgomery newspapers had given prominent coverage to the brutal killing and the speedy trial of two white men accused of the crime, who were acquitted by an all-white jury. Several months later, the killers boasted to a journalist that they had indeed murdered Till.

Rosa Parks had not expected to resist on that December evening. And she did not want to put her family at risk. But she was no longer willing to accept the indignities of bus segregation, a system that dehumanized all black people. "I decided that I would have to know once and for all what rights I had as a human being and a citizen, even in Montgomery, Alabama."

After talking it over, Rosa's mother and husband said that they would support any decision she made. "If you think it will mean something to Montgomery and do some good, I'll be happy to go along with it," she told Nixon.

By now, it was late Thursday evening. Nixon and the Durrs left and went home. Attorney Fred Gray, meanwhile, had learned about Parks's arrest, has

Highlight key details and descriptions of experiences and people.

" 'we can break down segregation on the buses with your case.' "

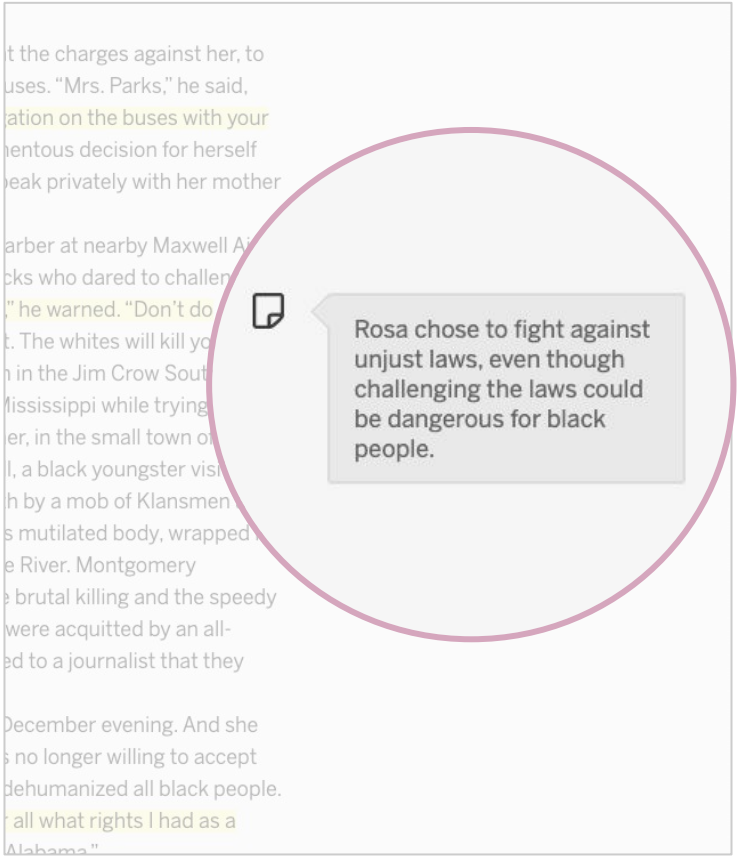
" 'Oh the white folks will kill you, Rosa,' he warned. 'Don't do anything to make trouble, Rosa.' "

" 'I decided that I would have to know once and for all what rights I had as a human being and a citizen' "

"calling on the black community to stage a one-day bus boycott"

" 'Don't ride the buses to work, to town, to school, or anywhere on Monday.' "

Practice Step 2



Annotate the focus of these key details and a key description.

- Rosa chose to fight against unjust laws, even though challenging the laws could be dangerous for Black people.

- Organizers asked all Black citizens to help protest by not riding public buses.

Practice Step 3

Ask yourself:

What important ideas about the topic do my observations suggest? Can I identify more than one central idea?

Practice Step 3 Examples:

1. Rosa Parks and others chose to fight against unjust, racist laws, even though it was extremely dangerous for them and their families to do so.

2. Thousands of ordinary Black citizens sacrificed to join the bus boycott.

Practice Step 4

Think about it:

How are the central ideas compared and contrasted?

Practice Step 4 Examples:

1. Leaders and ordinary citizens took risks and made sacrifices to join the bus boycott.

2. While the brave leaders sparked the protest against racist rules on Montgomery's buses, it was the sacrifices of many ordinary people that actually made the changes happen.

Practice Step 5

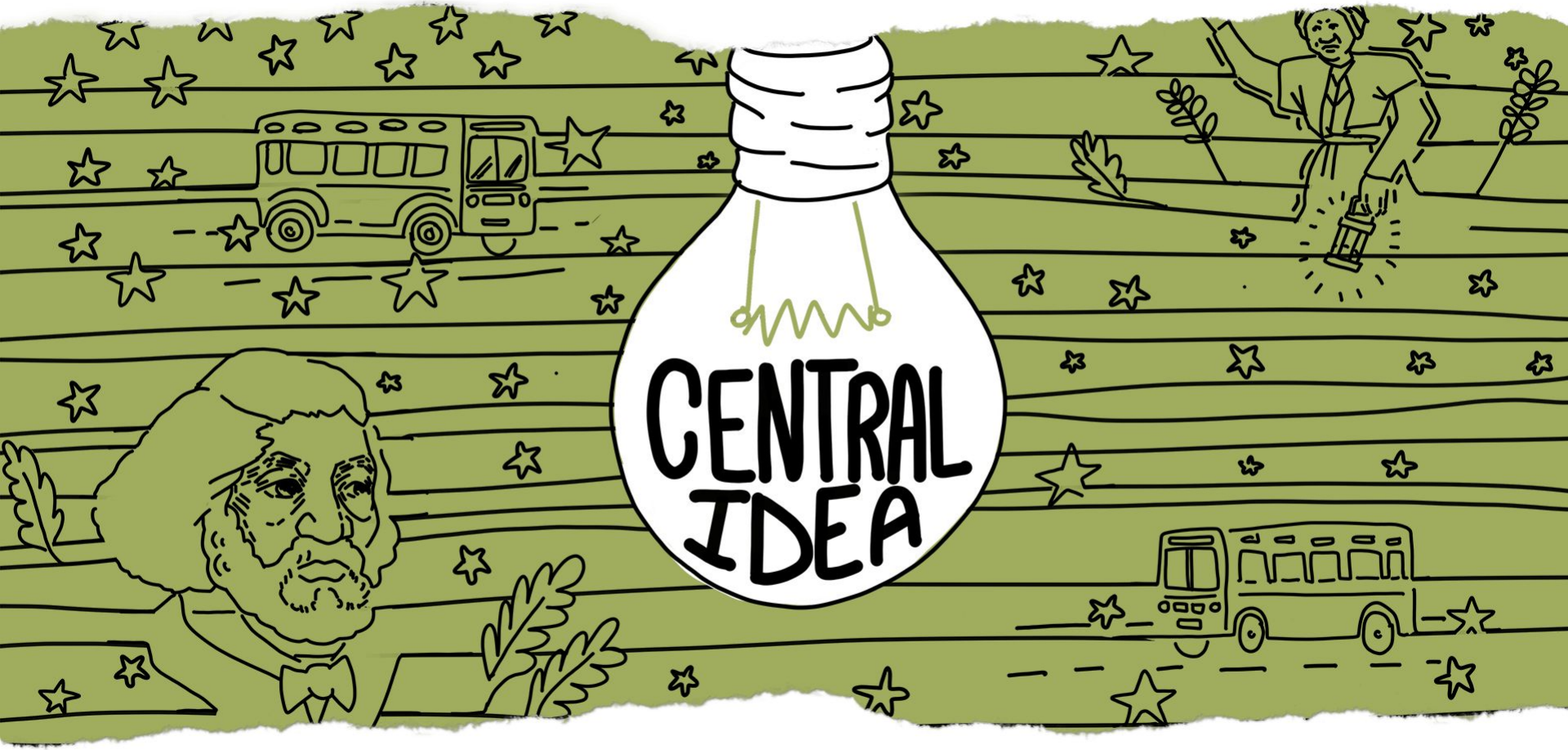
The end matters.

Pay attention to how the central ideas are developed and how the text ends.

Remember

1. Identify the specific topic.
2. Read closely, highlight and annotate key information and descriptions of experiences and people.
3. Connect your observations: What central ideas about the topic do they suggest?
4. Consider how the central ideas are compared and contrasted.
5. Pay attention to how the central ideas develop and how the text ends.

Independent Practice



Benchmark:

Compare central ideas and how they develop in a text.

Navigate to and read Excerpt from “The Children Coming On ...” from *Freedom Walkers: The Story of the Montgomery Bus Boycott*.



Freedom Walkers: The Story of the Montgomery Bus Boycott

Context for Passage 2

The Montgomery Bus Boycott lasted for over a year.
Despite threats, violence, and mass arrests, Black citizens maintained the boycott and did not ride the buses.
On December 21, 1956, the boycott succeeded and Montgomery's public buses were desegregated.

Practice comparing central ideas and their development

Step 1
Identify the specific topic.

Step 2
Continue to highlight and annotate key details about the roles of leaders and citizens during the Montgomery bus boycott.

Step 3
Connect your observations: How do they add to or refine the central ideas we discussed earlier?

Practice comparing central ideas and their development

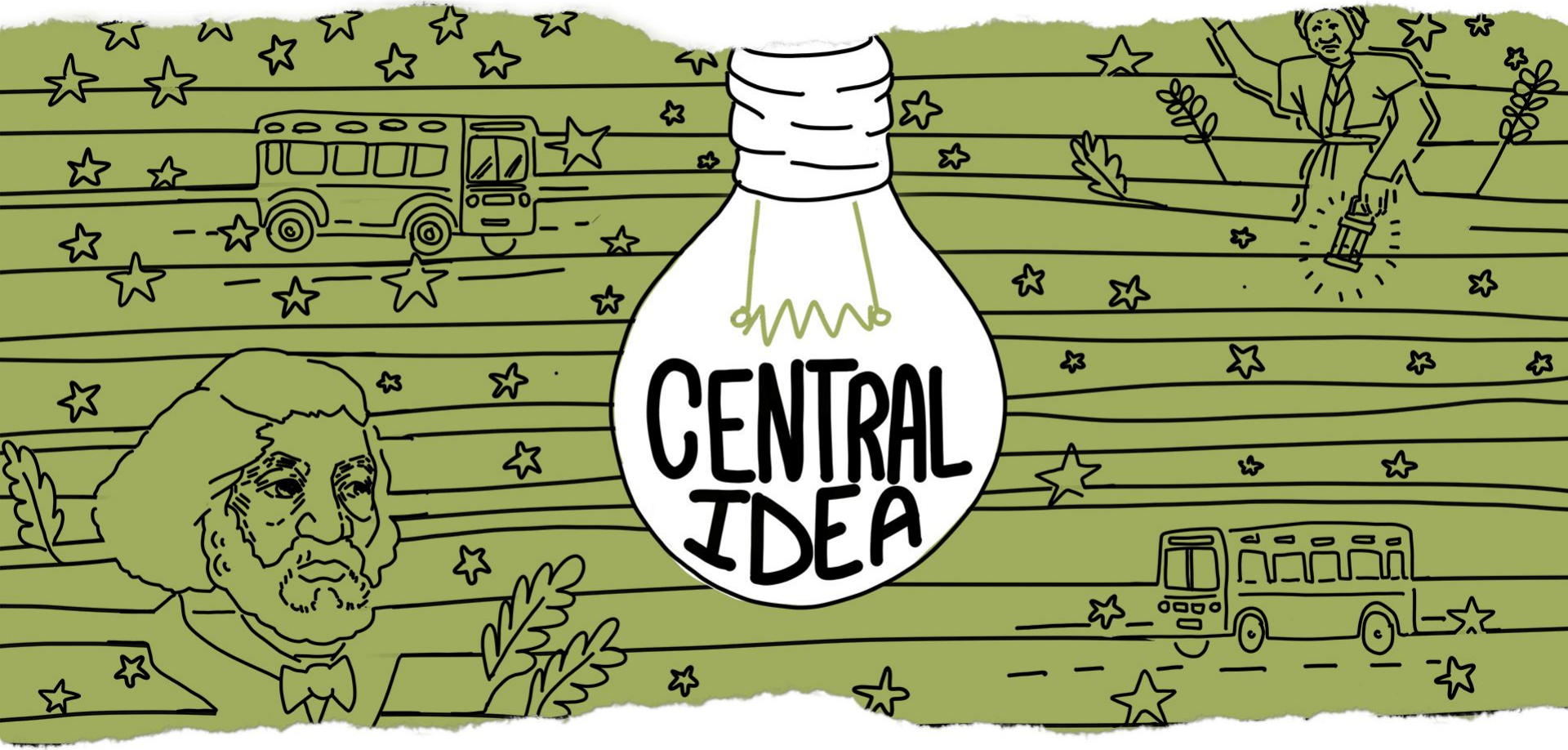
Step 4

How have these ideas developed? How do they compare and contrast now?

Step 5

Trace these ideas to the end of the passage. How do they develop and compare?

Check for Understanding



Share and Discuss

1. What are three or four key details that provide clues to the central ideas in this text?

Share and Discuss

2. How do your observations add to or refine the central ideas previously discussed? How are the ideas similar and different?

Share and Discuss

3. How do the central ideas develop and how does the text end?